



# New Mexico Public Education Department



## The State of New Mexico

### Tribal Education Status Report For School Year 2011–2012 Issued November 2012

Susana Martinez  
Governor

Hanna Skandera  
Secretary-Designate of Education

#### Required Notice

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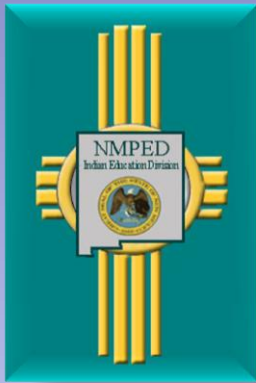
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#### Notes

- This document is available at [www.ped.state.nm.us](http://www.ped.state.nm.us). Click on the A–Z directory to locate it under “Indian Education Division.”





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## Executive Summary

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The purpose of the Tribal Education Status Report is to comply with state statute and to inform stakeholders of the Public Education Department (PED) about current initiatives specific to American Indian students.

“New Mexico is one of the most culturally linguistically diverse and rural states in the country with a population of 59.51% Hispanic, 26% Anglo, 10% Native American, and 2% are African American, and 1% are Asian or of other ethnicity.<sup>1</sup> Inhabited by Native American populations for many centuries, New Mexico has also been part of the Imperial Spanish Viceroy Royalty of New Spain, part of Mexico, and a United States Territory. In the USA, New Mexico has the highest percentage of Hispanics including descendants of Spanish colonists and recent immigrants from Latin America. New Mexico also has the third-highest percentage of Native Americans, after Alaska and Oklahoma, and the fifth-highest total number of Native Americans. The tribes in the state consist of mostly Navajo, Apache and Pueblo peoples. As a result, the demographics and culture of the state are unique for their strong Hispanic and Native American influences.”<sup>2</sup>

The PED initiatives and projects identified below comprise the Indian Education Division’s current focus:

- ✓ State-Tribal Education Partnership (STEP)
- ✓ State Tribal Collaboration Report
- ✓ Navajo Nation Data Memorandum of Agreement (MoA)
- ✓ Rural Literacy Request for Proposal (RfP)
- ✓ Exemplary Grants
- ✓ Teacher Support Initiative RfP
- ✓ Tribal Language Grant Request for Application (RfA)
- ✓ Seat NMIEAC members
- ✓ Tribal Education Status Report (Statewide)
- ✓ Information Sessions
- ✓ Pueblo/Tribal visits
- ✓ Meetings on Indian Policies and Procedures (IPP) related to Impact Aid and Indian Add-On funds

We pledge to provide every Native American student with a valuable, worthwhile education and hold ourselves accountable for progress and results. Therefore, it is essential that our education system integrate continuous improvement within our regulations, policies, actions, and investments ensuring a strategic and coherent system.

“If we’re going to be in control of our destiny, we have to be in control of our education.”—Everett Chavez, Governor, Pueblo of Kewa<sup>3</sup>

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<sup>1</sup> US Census Bureau Facts 2010, <http://quickfacts.census.gov/qfd/index.html>.

<sup>2</sup> Cultural Competency Course, IDEAL-NM with Updated Statistics for 2010–2011.

<sup>3</sup> New Mexico consultation, May 3, 2010.

“Since Governor Martinez took office and made the pledge to prioritize education and the economy, the New Mexico Public Education Department (PED) has renewed its commitment to serving the state of New Mexico. Many first steps toward that commitment have taken place, indicating success is possible for our students. To date, the PED has accomplished the following:

### **2012 Strategic Efforts and Achievements (Selected elements listed below impact the IED.)**

#### **Smarter Return on New Mexico's Investment**

- ✓ Developed and implemented a budget questionnaire to ensure that schools with a grade of D or F focus their school improvement funds on improving student achievement.
- ✓ Increased Title I technical assistance to districts and charter schools through individual meetings to review program requirements and opportunities.
- ✓ Coordinated with the CYFD to ensure the most at-risk PreK students have access to high-quality PreK programs through either the NMPED or the CYFD program without duplication of services.
- ✓ Developed a sub-recipient monitoring policy and procedure for federal programs.
- ✓ Streamlined federal program fiscal monitoring through the Web Educational Plan for Student Success (EPSS).
- ✓ Received a USDA funded implementation grant (Direct Certification Grant) to improve the direct certification process. The purpose of the grant is to ensure that children who are members of eligible households are certified to receive free meals without the need for households to submit an application.
- ✓ Preserved or increased dollars to the classroom in all 89 of 89 school districts.
- ✓ Provided high-quality technical assistance, both fiscal and programmatic, to guide districts in developing budgets aligned with proven education programs while maximizing the return on the state's investment.
- ✓ Increased dollars to the classroom by about .45 percent from FY11 to FY12 and by about .36 percent from FY12 to FY13.
- ✓ Conducted an emergency textbook adoption evaluation in order to provide districts and charter schools with options for Common Core State Standards (CCSS) materials for FY13.
- ✓ Developed and executed the Governor's *New Mexico Reads to Lead!* first-grade reading materials initiative.
- ✓ Improved the timely collection and review of the Student Teacher Accountability Reporting System (STARS) data by 50% (from two months to one month post-data submittal deadlines).
- ✓ Reduced the burden of reporting by the districts by 16%, meeting initial goal of 15% by the beginning of the 2013 school year.
- ✓ Developed a computer protocol for use by districts to improve the efficiency of data used to claim funding units.
- ✓ Received a grant from the Daniels Fund to develop a New Mexico clearinghouse of best educational practices.
- ✓ Closed the achievement gap in 77% (85 of 110) of classrooms and increased student achievement growth in students taught by Teach for America educators.
- ✓ Aligned Indian Education Act grants with student outcomes by providing grants for teaching support and rural literacy on a competitive basis, including developing achievement measurements with and between tribal and standards.

#### **Real Accountability. Real Results.**

- ✓ Developed and maintained the School Grading website with more than 600K hits to date since January of 2012.
- ✓ Reduced number of appeals of School Grades (formerly Adequate Yearly Progress—AYP) from hundreds to 76.
- ✓ Implemented school grading, which now includes accountability for more than 20,000 students that were not counted under AYP. Before school grading, 260 schools were not held accountable for English Language Learners (ELLs), 100 schools were not held accountable for students receiving Free and Reduced Lunch, and 436 schools were not held accountable for students with disabilities (SWD).
- ✓ Received and implemented the Title I Waiver.

- ✓ Reviewed and approved three formative assessments for grades 4–10 that will be available at no cost to districts.
- ✓ Trained more than 1,000 New Mexico educators from low-performing districts on improving student achievement.
- ✓ Developed a new School Grading Report Card that includes Performance in Math and Reading, Current Standing, School Growth of Highest and Lowest Performing Students, and results from the Opportunity to Learn survey.
- ✓ Developed the special education results plan that aligns with the Elementary and Secondary Education Act (ESEA) waiver.
- ✓ Developed results plan to focus on three to five pilot school sites with a high number of special education and lowest performing, high-poverty students who are not making progress.
- ✓ Completed the study of schools where SWD made progress in reading.
- ✓ Created a PED position that will provide technical assistance and support to schools with a grade of D or F with high poverty and a high number of the lowest—performing SWDs.
- ✓ Set aside \$1.9 million of Individuals with Disabilities Education Act (IDEA) funds for D and F non-Title I schools.
- ✓ Received federal waiver of No Child Left Behind (NCLB).
- ✓ Rolled out a statewide CCSS transition plan in January of 2012, as well as a new statewide CCSS website: [www.newmexicocommoncore.org](http://www.newmexicocommoncore.org).
- ✓ Designated and convened the 24-member New Mexico Educator Leader Cadre (NMELC), a network of K–16 educators formed to assist with the CCSS and Partnership for Assessment of Readiness for College and Careers (PARCC) implementation.
- ✓ Developed supporting literature for mathematics, ELA/Literacy and School Grade Card to assist with communication and dissemination of CCSS and PARCC implementation.
- ✓ Communicated 26 sample PARCC prototypes signaling the cognitive complexity and technological advances required for the 2014–15 PARCC assessment.
- ✓ Designed blueprint for professional development models for CCSS and PARCC training, including modules for special student populations.
- ✓ Revised and improved the Web EPSS while increasing the number of people trained on how to use it.
- ✓ Coordinated interventions for schools with a grade of D or F across the PED by aligning programs.
- ✓ Developed the Alternate Demonstration of Competency assessment to include scores on a nationally-normed test or end-of-course exams.
- ✓ Targeted \$3.5 million to support the development of school and district leaders in building the skills required to turnaround struggling skills, support innovative solutions to close the achievement gap, and ensure a smarter return on the investment by identifying proven programs low-performing schools can invest in.
- ✓ Trained 289 users during the 2012 STARS Data conference, as well as 120 new STARS users.
- ✓ Held four data meetings with pueblos and tribes that led to Family Educational Rights and Privacy Act (FERPA) Memorandum of Understanding with the Navajo Nation, and collaboration on other projects, including State Tribal Education Pilot State Tribal Education Partnership (STEP) proposal to U.S. Department of Education, monthly information sessions, and meeting with individual tribes and pueblos.
- ✓ Received STEP grant award in partnership with the Navajo Nation for three years totaling \$1,072,041.
- ✓ Created seven new templates for collecting transportation and teacher evaluation data in STARS.
- ✓ Improved the reporting of district College and Career Readiness (CCR) concentrators, resulting in all 89 reporting for the first time in five years.
- ✓ Developed new templates for collecting data in partnership with eScholar®.



## Ready for Success Initiative

- ✓ Established a partnership with Dual Language New Mexico and the W.K. Kellogg Foundation™ to identify dual language programs that will serve as model schools in improving Hispanic and Native American student achievement.
- ✓ Maintained and supported CCSS website.
- ✓ Planned and convened New Mexico CCSS Summit, with more than 500 educators in attendance.
- ✓ Provided 30,000 books to every first grader in New Mexico as part of the Governor's *New Mexico Reads to Lead!* initiative.
- ✓ Implemented a Request for Proposal (RFP) process to procure and provide a K–3 Formative Assessment System including screening and progress monitoring measures.
- ✓ Implementation the *New Mexico Reads to Lead!* K–3 reading initiative with \$4.5 million provided to 12 districts, 1 charter school, and 9 Regional Education Cooperatives (RECs).
- ✓ Increased stakeholder input with the development of two state literacy teams: K–3 Plus Advisory Committee and the New Mexico State Literacy Team.
- ✓ Provided regional professional development for 800 K–3 teachers, reading coaches, and district/school administrators on evidence-based reading instructional strategies.
- ✓ Developed a state literacy professional development trainer cadre.
- ✓ Produced the Tribal Education Status Report (TESR).
- ✓ Collaborated with tribal and pueblo leaders to submit the (STEP) agreement to the federal government.
- ✓ Produced the State Tribal Collaboration Report in collaboration with tribal and pueblo leaders.

## Rewarding Effective Educators and Leaders

- ✓ Appointed and convened the 15-member New Mexico Effective Teaching Task Force.
- ✓ Facilitated the development of teacher and school leader evaluation system recommendations and delivered to the Governor.
- ✓ Established more direct outreach to districts to assist with staffing concerns.
- ✓ Increased collaboration to enhance effective professional development. the new charter school application and charter renewal application to incorporate the requirements of and reviewed 14 new charter school applications
- ✓ Provided training and technical assistance to 11 new state charter schools, with 10 schools approved to commence operations in the fall of 2012 and 1 school granted an additional planning year
- ✓ Reduced reporting time and errors on the *Planning Year Checklist* by utilizing an interactive document upload and feedback system with the Web EPSS for 11 new charter schools during their planning year.
- ✓ Awarded \$120,000 in contracts to two parent organizations that will provide support and training for parents in the area of literacy. Two of the pilot schools will be for parents of students with disabilities that are Native American.

New Mexico's children deserve these efforts and so much more. The opportunity to change the culture of education is a golden chance to change the future for not only the students, but for the entire state of New Mexico. The PED's vision is to make sure the hardship and the challenges students face today are no longer passed on to future generations. The time to deliver on that promise is now."<sup>4</sup>

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<sup>4</sup> 2012 Strategic Plan, New Mexico Public Education Department, selected highlights.

## Statutory Requirements

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This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

### [22-23A-7. Report.](#)

A. The Indian education division in collaboration with the education division of the federal bureau of Indian affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. The status reports shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the tribes and disseminated at the semiannual government-to-government meetings held pursuant to Section [22-23A-5](#) NMSA 1978:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) the graduation rate;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students. History: Laws 2003, ch. 151, § 7; 2007, ch. 295, § 6; 2007, ch. 296, § 6.

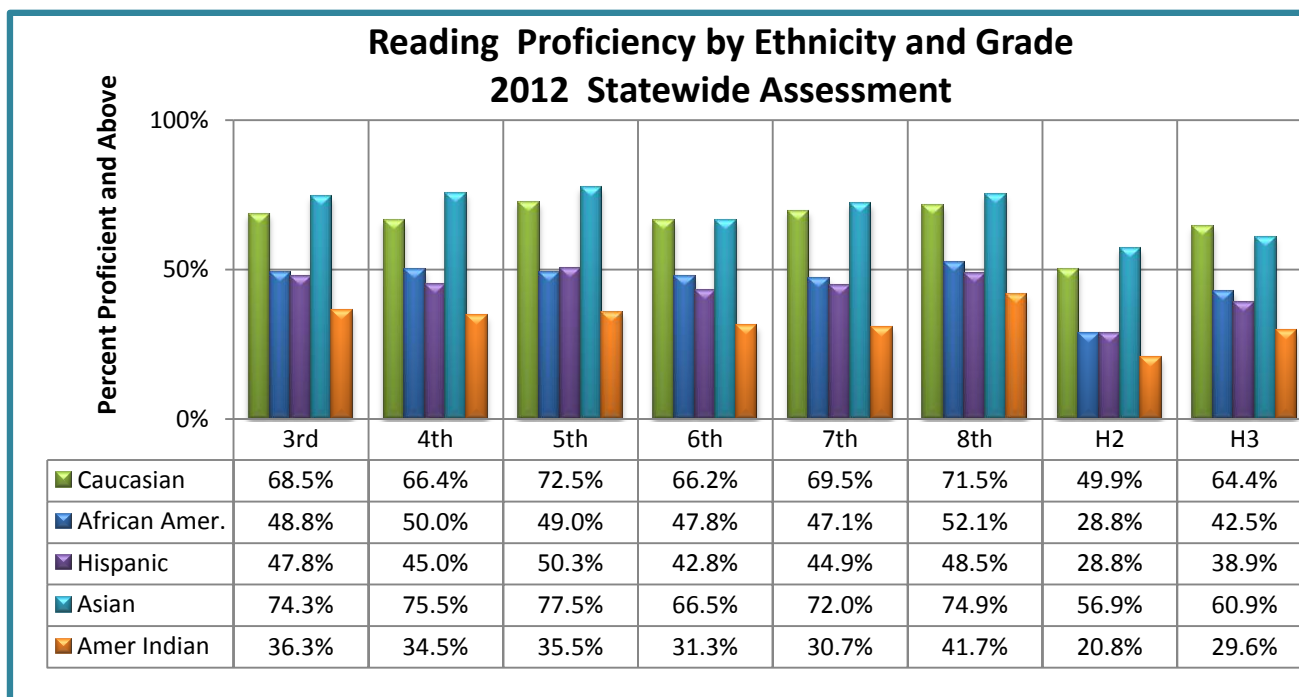
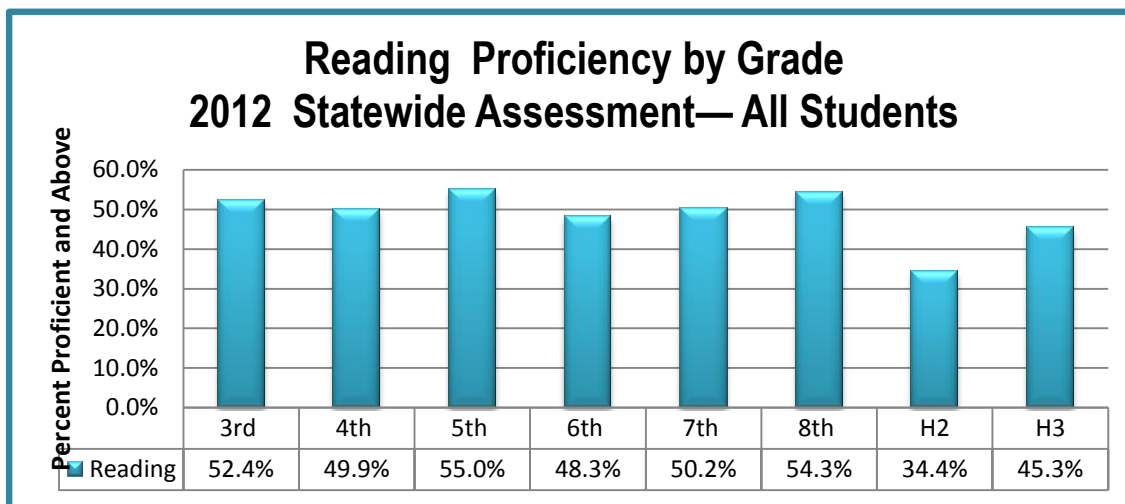


## Detailed Report

The detailed report follows the sequence of requirements provided in the Indian Education Act.

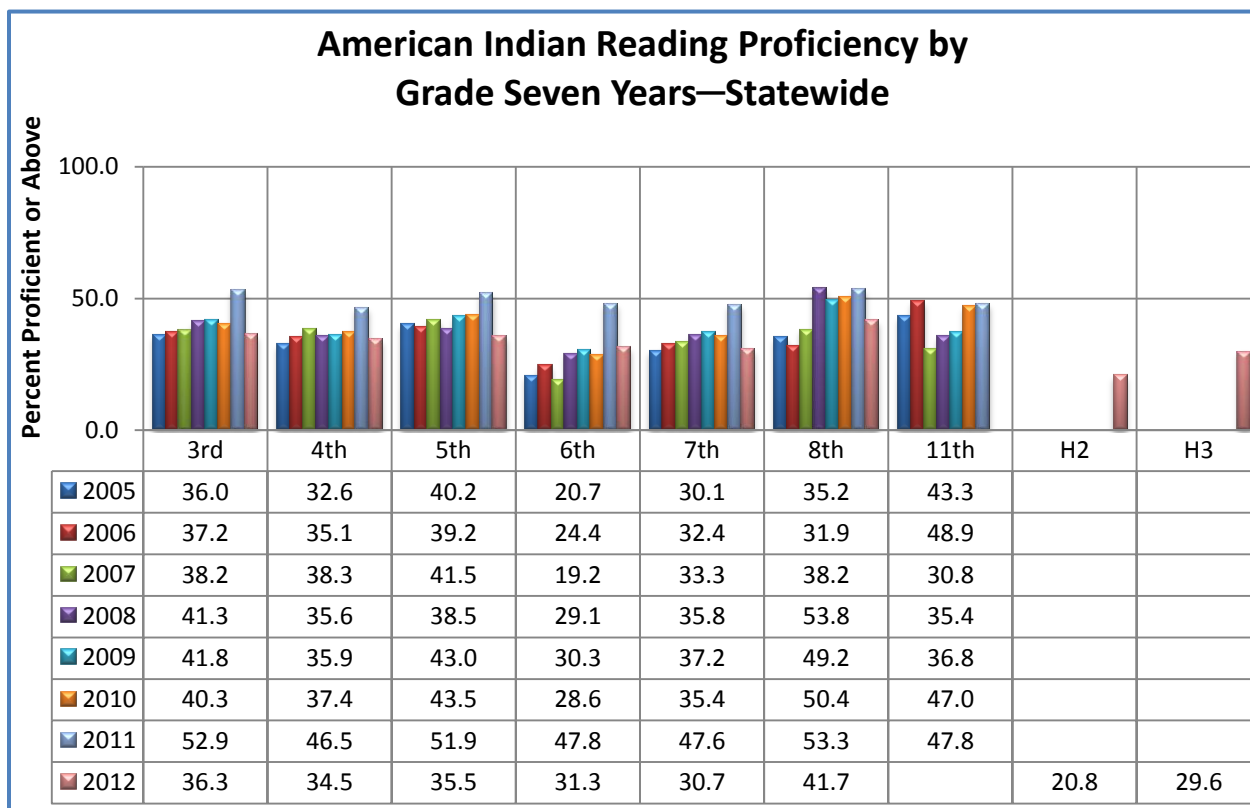
### Student Achievement with Results Disaggregated by Ethnicity

The New Mexico Standards Based Assessments (SBA) assesses student achievement in New Mexico public schools. During the school year 2011–2012, students in grades 3–8, H2 and H3, were tested in reading, math, and science. These graphs show the statewide percentages of students who are at or above proficiency by ethnicity as measured by the SBA.



Source: New Mexico Standards-Based Assessment Statistics and Data, August 2012  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>





Source: PED Assessment and Accountability Division

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

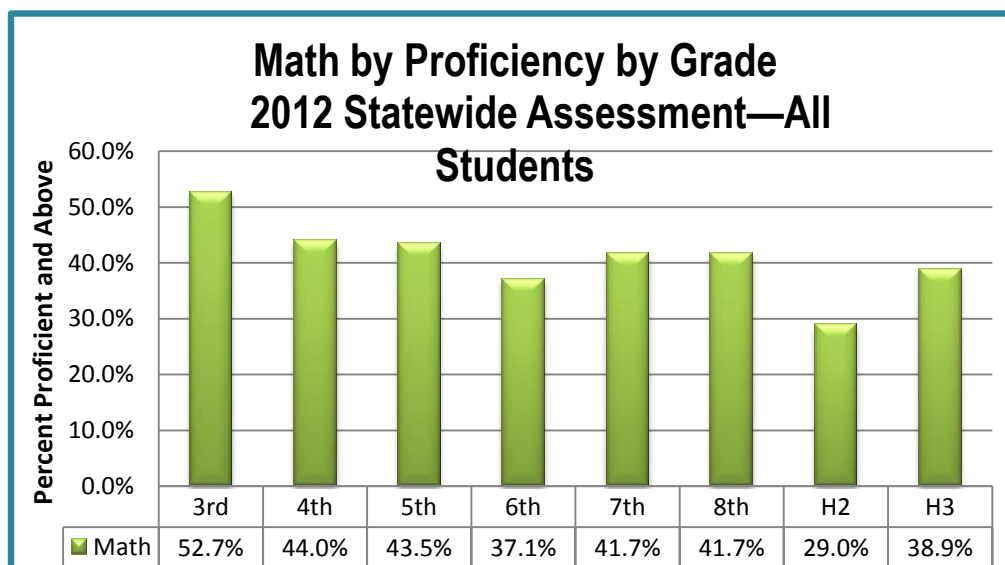
### Reading by Ethnicity

The 2012 Reading Proficiency by Ethnicity and Grade report indicates American Indian students in grades 3 to 8 and 11 demonstrate the following:

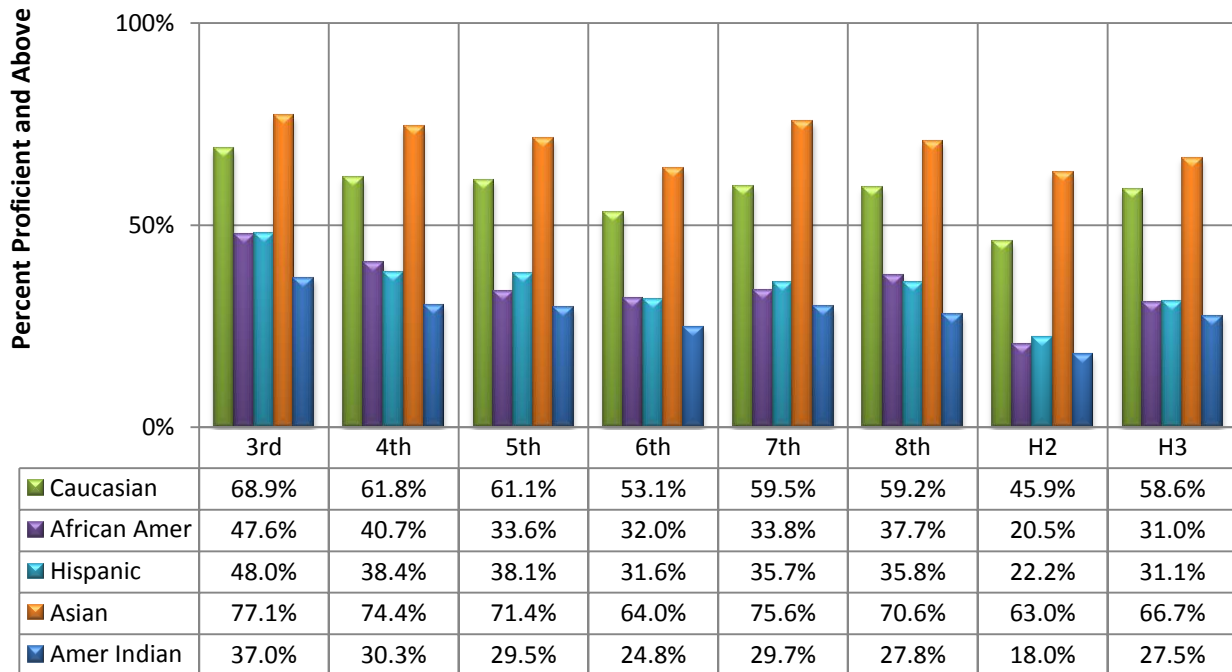
- The highest level of reading proficiency in the 8<sup>th</sup> grade is 41.7%.
- The lowest is in the H2 at 20.8%.

An eight-year comparison of reading proficiency by American Indian students from 2005 to 2012 shows as follows:

- Gains made from baseline range between -4.7 to +10.6 points.



## Math by Proficiency by Ethnicity and Grade 2012 Statewide Assessment



Source: New Mexico Standards-Based Assessment Statistics and Data, August 2011  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

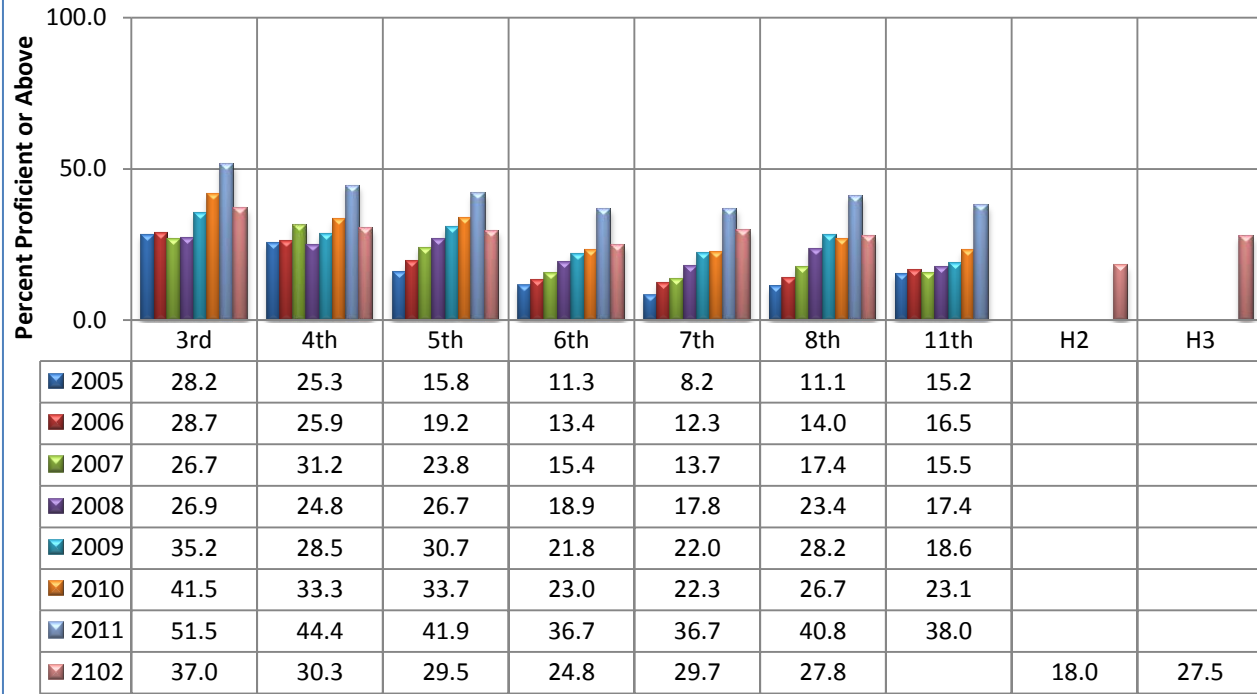
### Math by Ethnicity

The 2012 Math Proficiency by Ethnicity and Grade report indicates American Indian students in grades 3–8 and 11 demonstrate the following:

- The highest level of math proficiency in the 3<sup>rd</sup> grade is 37.0%.
- The lowest is in the H2 at 18.0%.



## American Indian Math Proficiency by Grade Seven Years—Statewide



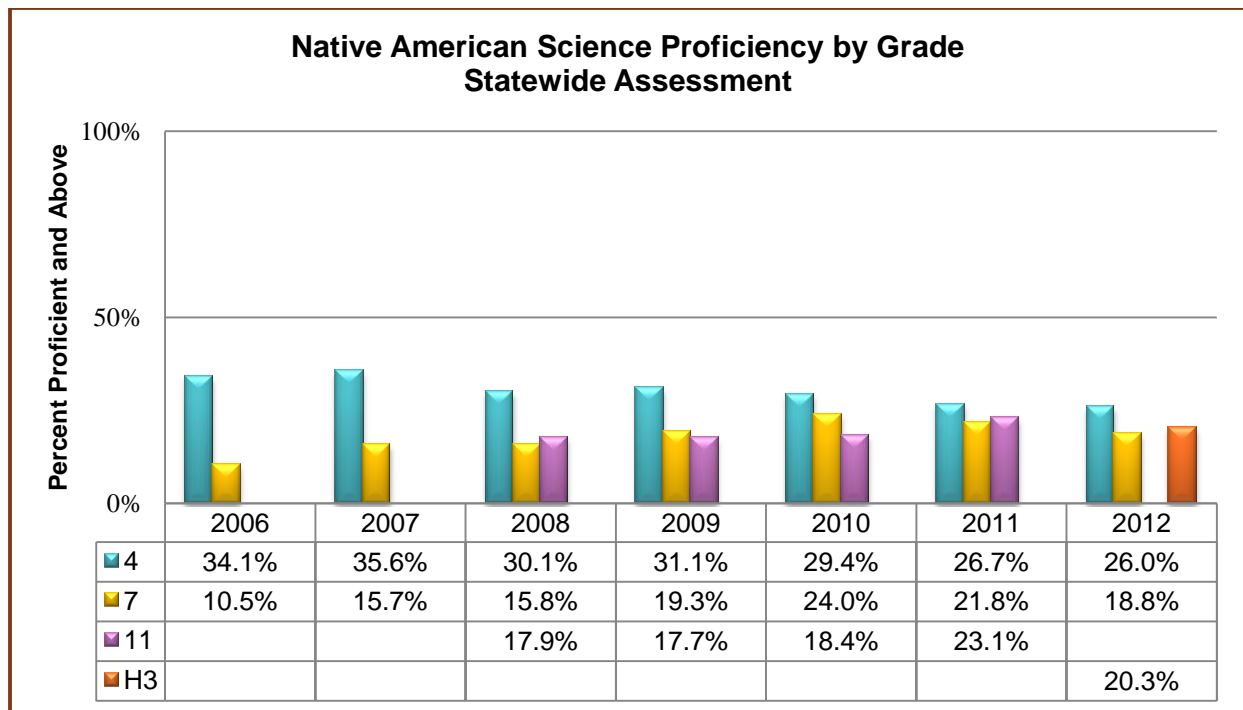
Source: PED Assessment and Accountability Division

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

A seven-year comparison of math proficiency by American Indian students from 2005 to 2011 show as follows:

- Gains made from baseline range between +5.0 to +21.5 points.





Source: New Mexico Standards-Based Assessment Statistics and Data, August 2012  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

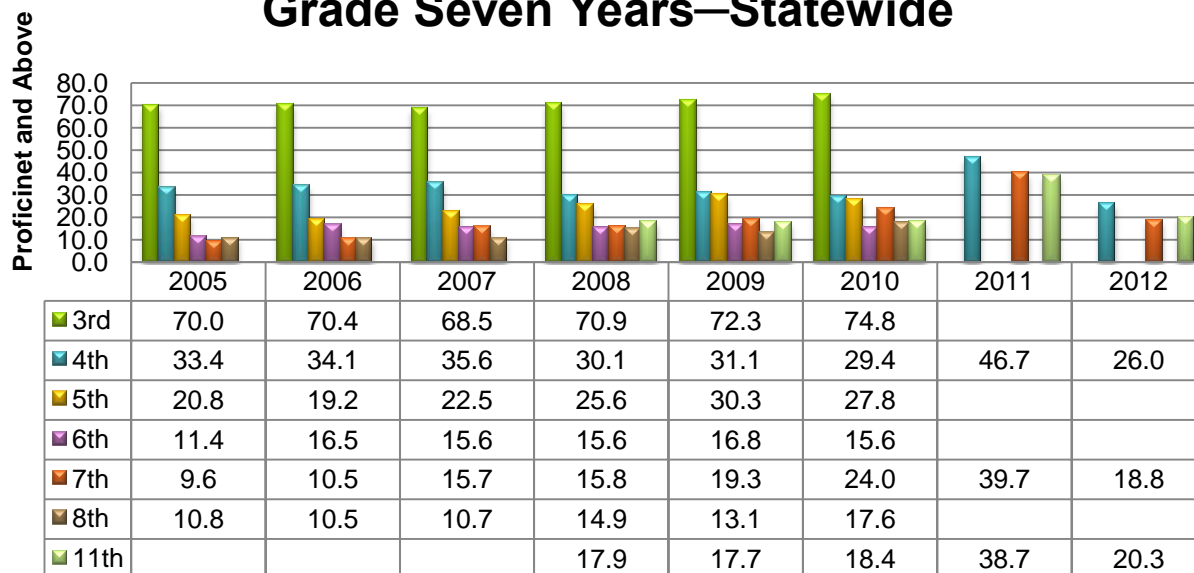
### Science by Ethnicity

- Science Proficiency for the school year 2012 was only tested in grades 4, 7, and H3.
- The 2012 Science Proficiency by Grade report indicates American Indian students in grades 4, 7, and H3 demonstrate the following:
  - The highest level of science proficiency in 4<sup>th</sup> grade is 26.0%.
  - The lowest is in 7<sup>th</sup> grade at 18.8%.





## American Indian Science Proficiency by Grade Seven Years—Statewide



Note: In 2011 only grades 4, 7, and 11 were tested for science proficiency.

Source: PED Assessment and Accountability Division

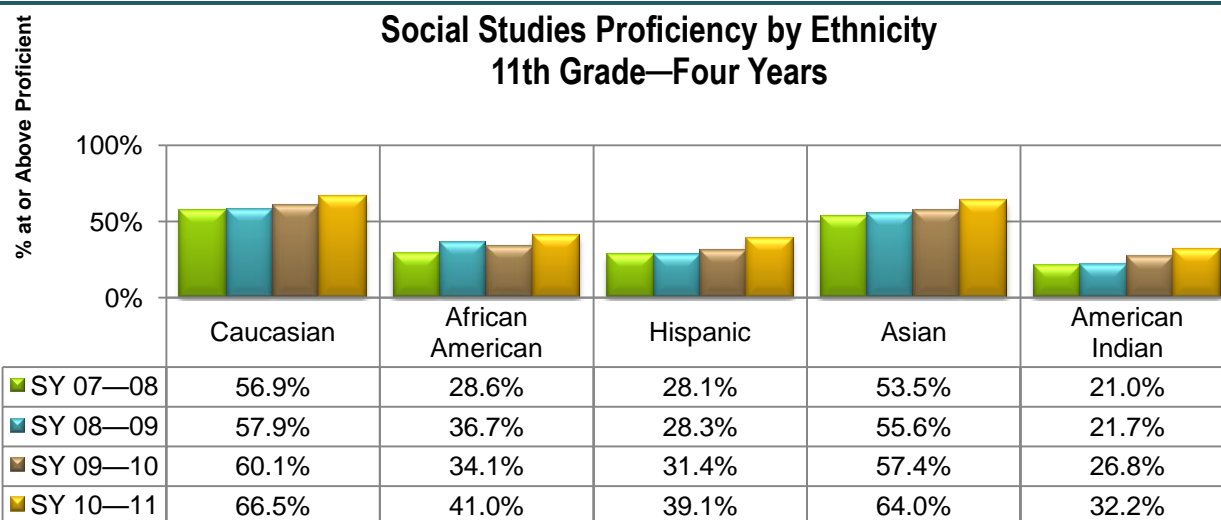
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

A seven-year comparison of science proficiency by American Indian students from 2005 to 2012 in grades 4 and 7 show the following:

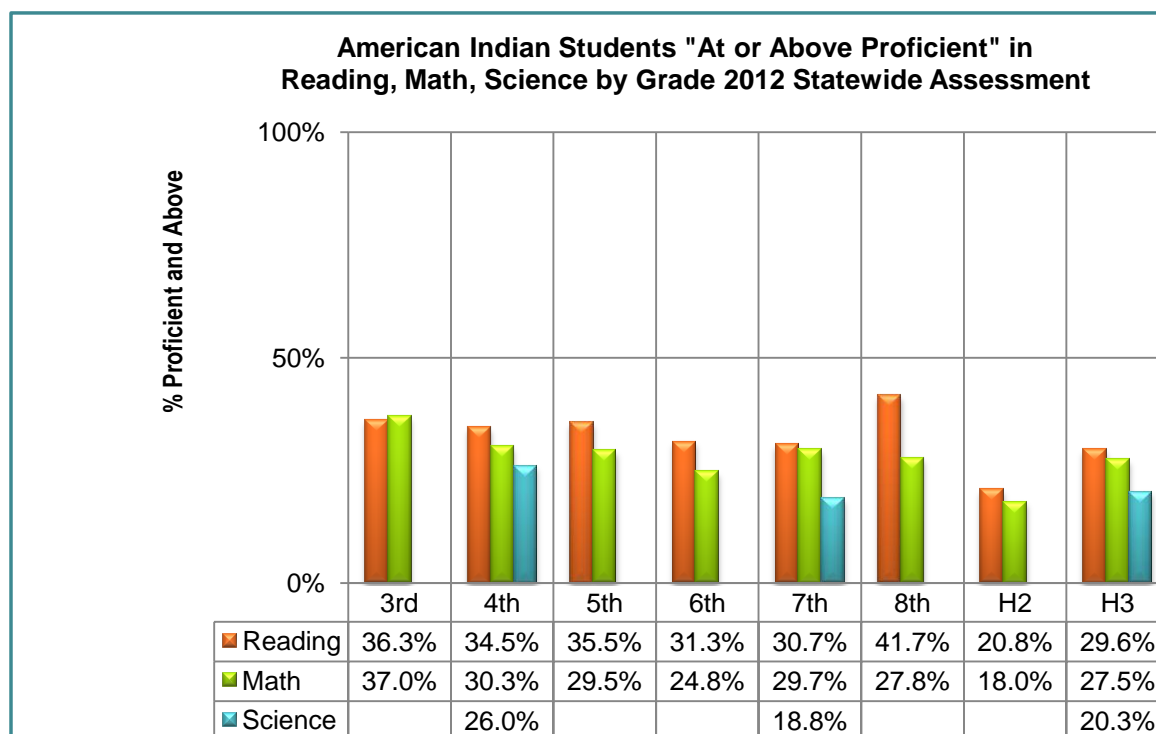
- Gains made from baseline range between -7.4 to +9.2 points.

Social Studies was not assessed during 2012.

## Social Studies Proficiency by Ethnicity 11th Grade—Four Years

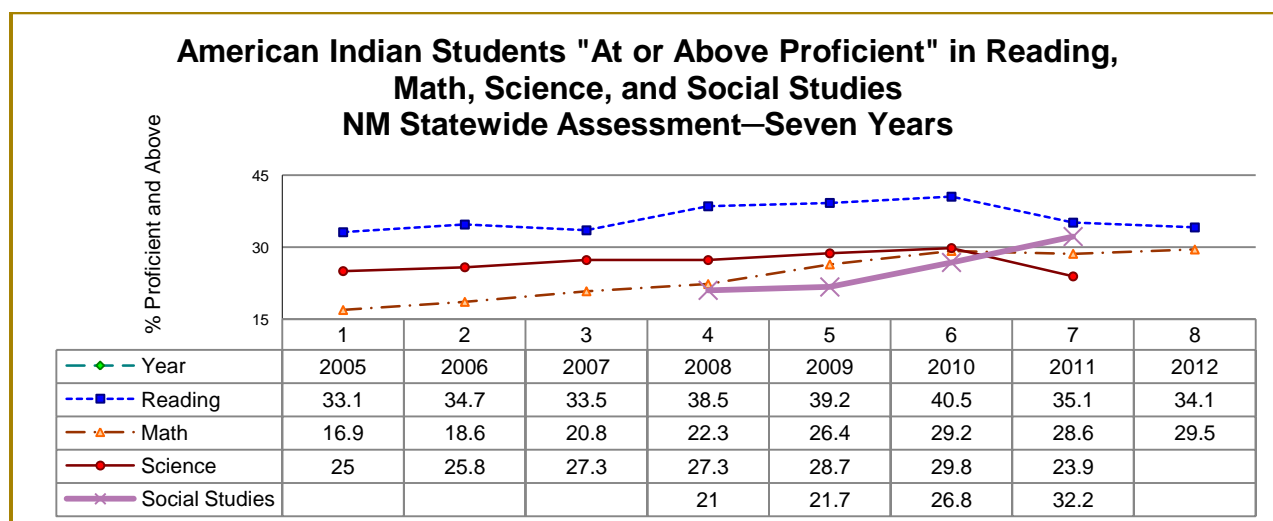


Source: PED Assessment and Accountability Division



Source: PED Assessment and Accountability Division

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>



Source: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

## School Safety

School districts self-assessed and responded to safety indicators. This table shows the ratings of all school districts serving American Indian populations. The table is sorted by the highest number of districts that included ALL activities in schools.

Safety Indicator	Number of Districts Reporting				Average District Rating (23 Districts)
	In ALL Schools	In Some Schools	Not in School	Not Answered	
have an active <u>Safety Committee</u> , and have provided names (including the lead for the committee) in the Safe Schools report. (other)	18	2	0	3	2.52
<b>Prevention</b> —District provides direction for school staff for preventing potential harmful situations					
use a <u>Health Education</u> curriculum that is aligned to NM Standards with Benchmarks and Performance Standards (Prevention)	17	3	0	3	2.48
have policies and clear guidelines for <u>Internet Safety</u> and have disseminated the information to students and families (Prevention)	20	0	0	3	2.61
have <u>informed family, school and community</u> of the Safe School plan and wellness policy (Prevention)	16	4	0	3	2.43
have <u>procedures to refer</u> students to appropriate community services (i.e. Behavioral Health, IHS, Counseling, Violence Prevention, Substance Abuse, Family Support) and have provided <u>staff training</u> regarding appropriate referral processes (Prevention)	20	0	0	3	2.61
address <u>mental health stigma</u> in the intervention plan with usable activities (materials, workshops etc.) (Prevention)	16	4	0	3	2.43
have provided staff with <u>suicide recognition training</u> (ideation) (Prevention)	14	3	3	3	2.22
have active <u>Conflict Resolution/Mediation</u> programs (Prevention)	11	8	1	3	2.17
have active <u>Peer Facilitation</u> programs (Prevention)	5	15	0	3	1.96
have active <u>Mentoring</u> programs (Prevention)	9	11	0	3	2.13
have active Violence Prevention programs (Prevention)	12	7	1	3	2.22
have a <u>Pandemic Flu</u> communication plan for staff, students and families and have provided education on current informative sources (Prevention)	17	2	1	3	2.43
have designated an appropriate <u>pick-up/drop-off</u> area and have educated students and families of proper procedures(traffic safety , bicycle safety and walker safety) (Prevention)	20	0	0	3	2.61
have sign-in and sign-out plans and procedures to improve security (Prevention)	20	0	0	3	2.61
have plan and procedures for name tags (Prevention)	17	1	2	3	2.39
have regularly scheduled safety checks, inspections of playing fields, playgrounds and monitoring of building and grounds. (Prevention)	20	0	0	3	2.61
have on-site <u>Student Assistance Services</u> such as School Health Clinics, Peer Counseling, etc. (Prevention)	14	5	1	3	2.30
have classes that promote healthy life style, physical, social and emotional wellbeing, nutrition, safe environments etc...such as PE, Health Ed, Fine and Performing Arts, Family and Consumer Science (Prevention)	19	1	0	3	2.57
have implemented a health and wellness curriculum that also <u>includes Native Language and Culture</u> (by theme and lessons). (Prevention)	4	9	7	3	1.61
use a <u>Character Education</u> program or tribal sustainability standards (Prevention)	9	9	2	3	2.04
at the secondary level, have participated in the <u>NM Youth Risk Resiliency Survey</u> (YRRS) (Prevention)	15	5	0	3	2.39
<b>Policies and Procedures</b> —Provides direction for school staff for intervening in potential harmful situations					
have a written <u>discipline policy</u> and ensure all staff are familiar with and apply the policies (Policy and Procedures)	20	0	0	3	2.61
have procedures addressing <u>Bus Disruptions</u> (Policy and Procedures)	19	1	0	3	2.57
have procedures addressing <u>Substance Abuse, Gang Activity and Weapons</u> (Policy and Procedures)	20	0	0	3	2.61
have a <u>student conduct and dress code</u> policy, ensure students and families are aware of the expectations and ensure staff enforces the policy (Policy and Procedures)	20	0	0	3	2.61
have an <u>attendance and truancy policy</u> with supporting documentation of attendance and procedures for truancy (Policy and Procedures)	19	1	0	3	2.57
have an early identification system for truant students with follow-up procedures (Policy and Procedures)	19	1	0	3	2.57
have a plan to ensure all staff are trained to detect and refer <u>abuse/neglect</u> (Policy and Procedures)	19	0	1	3	2.52
have and implement an <u>anti-bullying</u> policy (Policy and Procedures)	20	0	0	3	2.61

Safety Indicator	Number of Districts Reporting				Average District Rating (23 Districts)
	In ALL Schools	In Some Schools	Not in School	Not Answered	
Emergency Response—Assists schools in preparing for potential emergency situations					
know who the assigned <u>District Response Team</u> members are (9 members) (Emergency Response)	16	3	1	3	2.39
have a <u>School Response Team</u> member assigned to each of the following responsibilities: 1) Incident Commander, 2) PIO, 3) District Personnel/Safety Official, 4) Log Scribe, 5) Liaison Official, 6) Planning, 7) Operations, 8) Logistics, and 9) Admin and Finance. (Emergency Response)	15	4	1	3	2.35
have a <u>School-District-Community Emergency Response Plan</u> in place and have practiced it with First Responders (Emergency Response)	16	3	1	3	2.39
have a <u>Classroom Safety</u> plan and procedures and have appropriately discussed with students (Emergency Response)	20	0	0	3	2.61
ensure all staff are trained and know their <u>roles and responsibilities</u> during crisis and have directions for emergency procedures, CPR, possible overnight-stay etc. and have briefed staff in the <u>terminology of Incidence Command System</u> (ICS) used by first responders (Emergency Response)	16	3	1	3	2.39
have guidelines for meeting with the <u>media</u> and have identified a school spokesperson (Emergency Response)	19	1	0	3	2.57
have written policy and procedures for <u>school closing</u> and have communicated the plan to staff, students and families. (Emergency Response)	20	0	0	3	2.61
have written procedures for staff, students, and parents for notification of <u>major incidents</u> (Emergency Response)	20	0	0	3	2.61
have written procedures for <u>Evacuation</u> and ensure that everyone knows the evacuation routes (posted in buildings). (Emergency Response)	20	0	0	3	2.61
have written procedures for <u>Unscheduled Early Dismissal</u> . (Emergency Response)	19	0	1	3	2.52
have written procedures for <u>Lockdown</u> and ensure the staff knows their roles and responsibilities. (Emergency Response)	20	0	0	3	2.61
have written procedures for <u>Shelter in Place</u> and ensure the staff knows their roles and responsibilities. (Emergency Response)	20	0	0	3	2.61
have <u>informed parents</u> of safe conduct and who to contact during an emergency, before an incidence occurs. (Emergency Response)	17	2	1	3	2.43
have conducted the required number of <u>drills</u> ► Fire (9) ► Shelter in place/Lock downs (2) ► Evacuation (1) (Emergency Response)	17	2	1	3	2.43
have written <u>Emergency Information Sheets</u> for the following situations; Suicide, Bomb, Acts of Violence, Hazardous Material release, Fallen Aircraft, Fire, Natural Hazards, Loss of power/water, Missing student, Civil disturbance and transportation emergencies. (Emergency Response)	19	0	1	3	2.52
Recovery—Assists schools in coping with the aftermath of a traumatic incident					
have a plan to ensure all staff are given <u>Professional Development</u> in recovery planning. (Recovery)	14	3	3	3	2.22
have a <u>recovery team</u> set up and have addressed the availability of people and programs to assist in recovery (i.e. availability of counselors, etc.) (Recovery)	17	1	2	3	2.39
have specific procedures for Pandemic flu recovery (Recovery)	15	1	4	3	2.22
have a written <u>communication plan</u> for students, staff and families on <u>recovery procedures</u> (Recovery)	17	0	3	3	2.35
have identified how they will provide assistance, a safe environment, counseling and support for student, families and/or staff in times of <u>grief</u> (Recovery)	19	1	0	3	2.57
Other					
inform students of the <u>anonymous tip line</u> (1-866 SPEAK UP) for students to report threats of gun/weapon violence at school and in the community.	9	6	5	3	1.91
<u>involve parent and communities</u> in planning for and maintaining a safe learning environment (other)	18	2	0	3	2.52
are informed of district level School <u>Health Advisory Council</u> meetings and district wellness policy (other)	16	3	1	3	2.39
assist in the annual <u>assessments and evaluation</u> on safety (Safe Schools Report) (other)	16	5	0	3	2.52
Average Number of Districts	16.7	2.49	.85	3.0	2.43

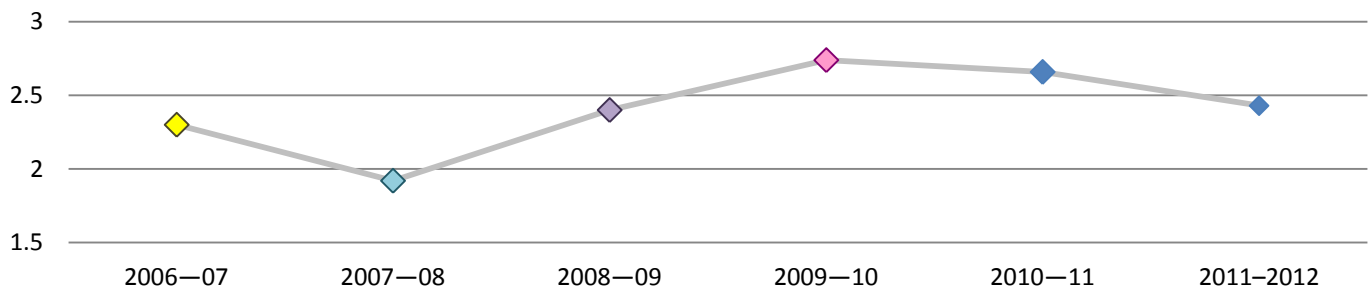
Source: 23 District-Wide Report



**Note:** The data for some of the charts on pages 21–22 are pending. A portion of the data will be released in January 2012 by the federal government. The statewide Quality of Education Survey data is pending.

See: <http://164.64.166.19/studentsurvey/surveyframe.asp>.

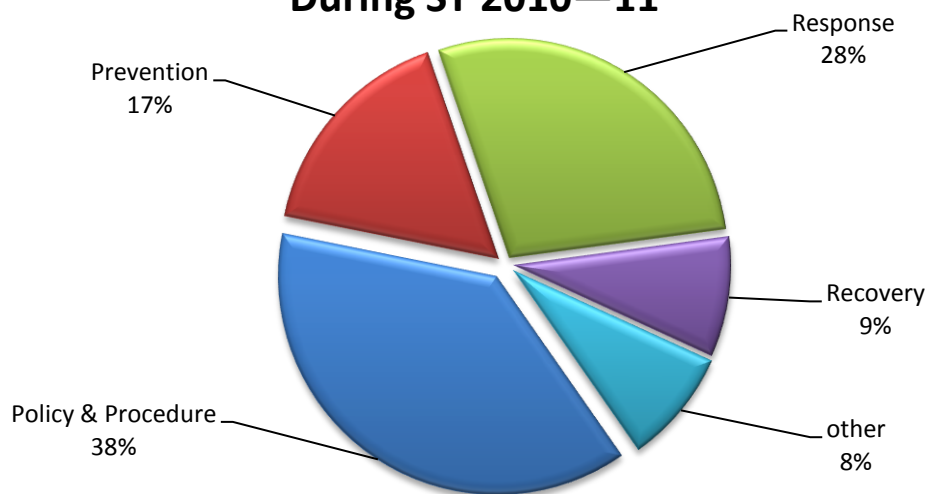
### 23 Districts Safety Rating over Five Years



Average District Rating by Four Safety Categories (Scale 0-3)	2006—07	2007—08	2008—09	2009—10	2010—11	2011—12
Prevention		2.0	2.3	2.57	2.55	2.34
Policy and Procedure		1.9	2.5	2.83	2.93	2.58
Response		1.9	2.5	2.84	2.67	2.51
Recovery		1.7	2.2	2.72	2.53	2.35
<b>Total Average Rating</b>	<b>2.3</b>	<b>1.92</b>	<b>2.4</b>	<b>2.74</b>	<b>2.68</b>	<b>2.46</b>

### Total Number of Safety Activities Reported by all Districts in Relation to Safety Categories During SY 2010—11

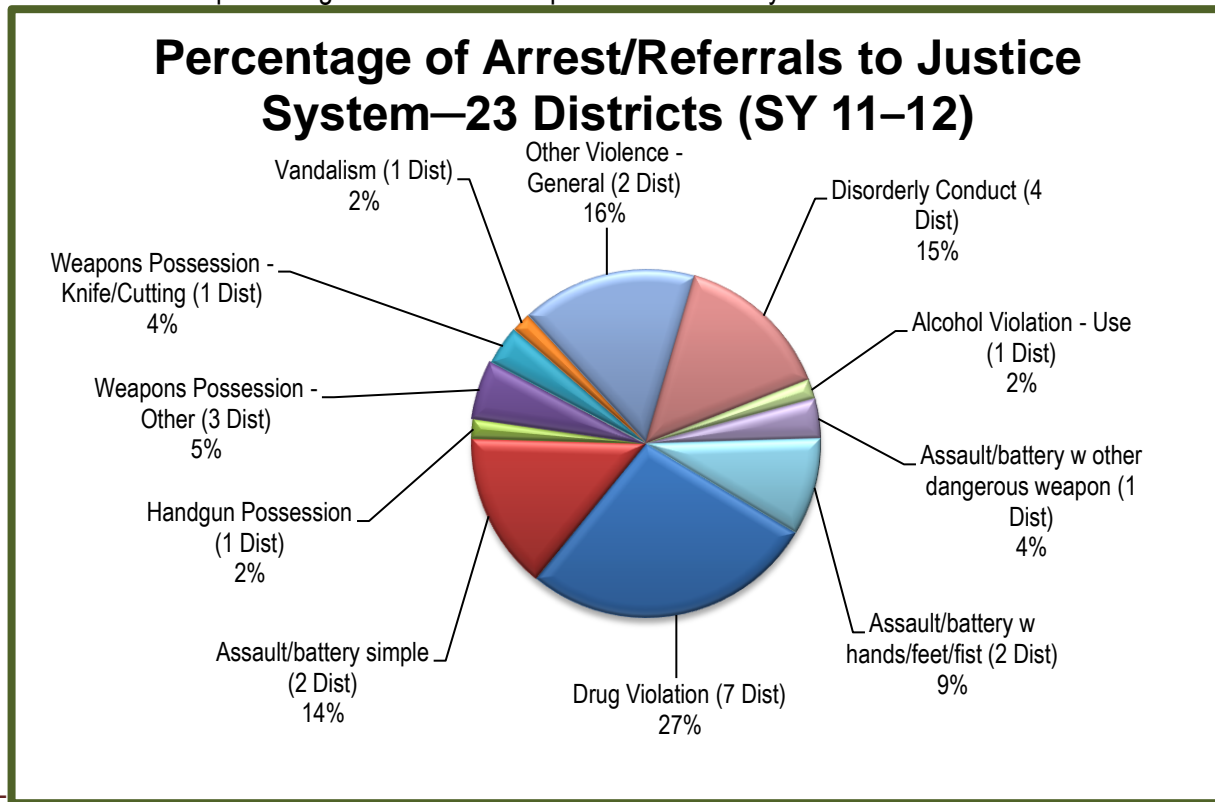
Data Pending



**Note:** The data for some of the charts on pages 21–22 are pending. A portion of the data will be released in January 2012 by the federal government. The statewide Quality of Education Survey data is pending.  
See: <http://164.64.166.19/studentsurvey/surveyframe.asp>.

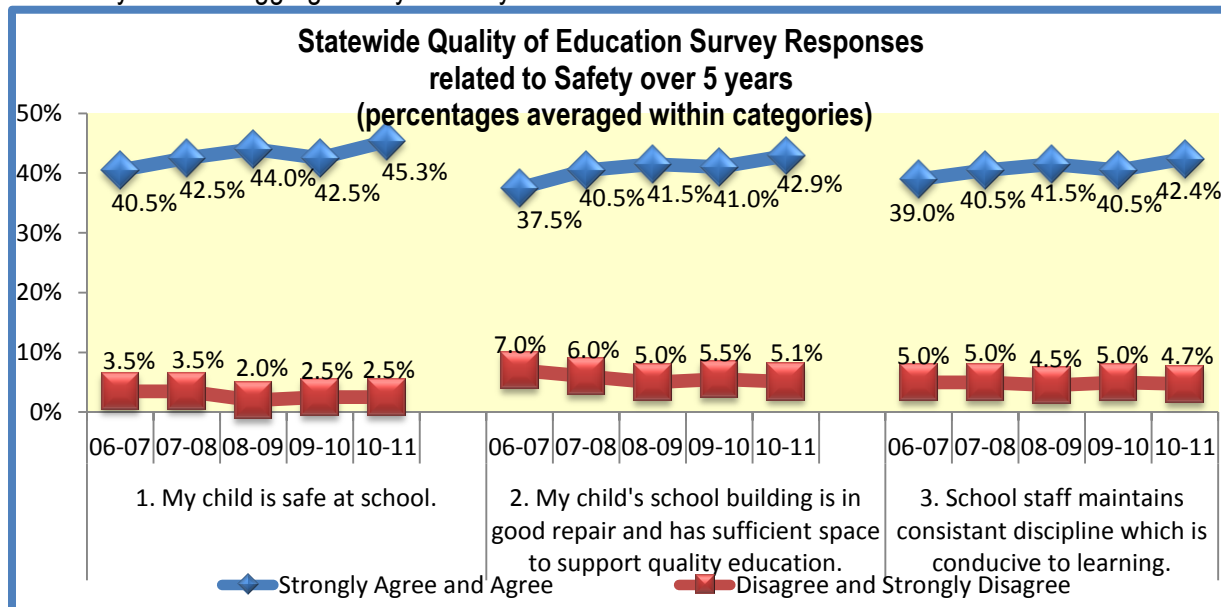
## Reported Incidences—School Year 2011–2012

The graph below shows the percentage of Incidences Reported to Justice System the 23 districts.



Source: STARS EOY Student Infraction and Response Detail Report

The Statewide Quality of Education Survey indicates responses of parents to their perception of safety in their child’s school. The survey is not disaggregated by ethnicity.



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## Graduation Rate

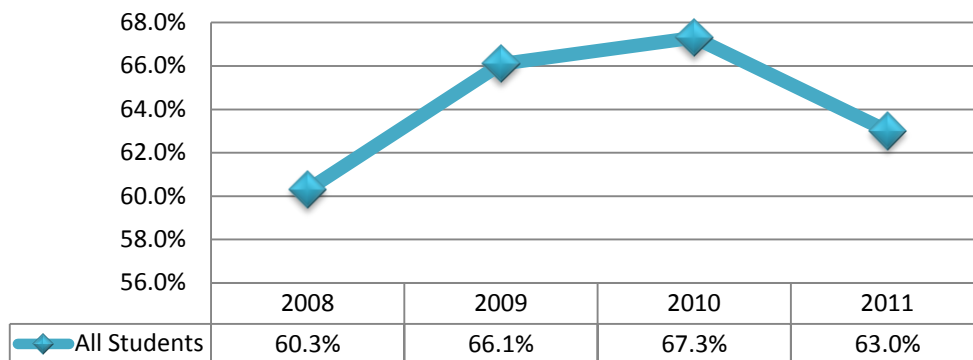
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New Mexico utilizes a four-year cohort computation rate for graduation. The cohort represents students who were freshmen in 2008 and who graduated by September 2011.

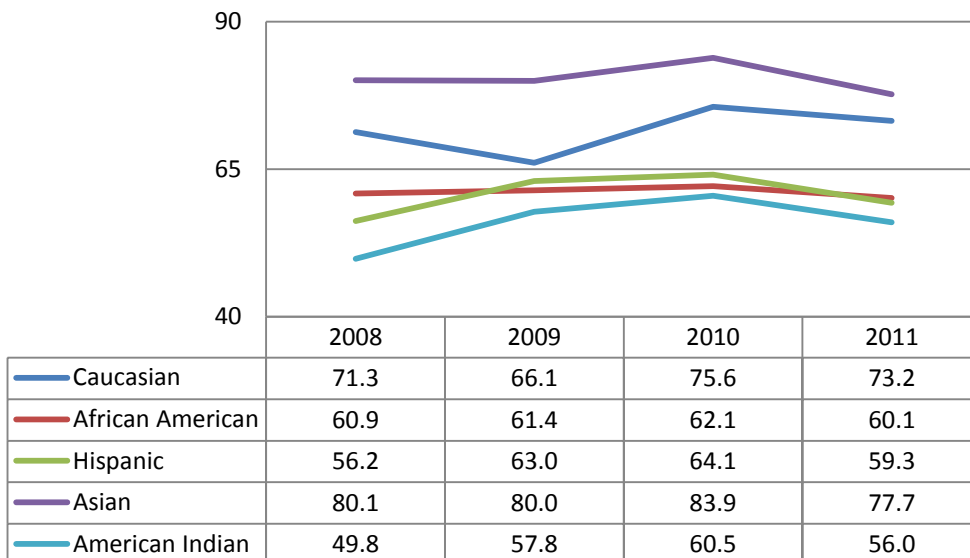
New Mexico also compiles a five-year cohort graduation rate. For more information on the four-year and five-year graduation rate, go to this link: <http://www.ped.state.nm.us/Graduation/cohortFAQ.html>.

Source: <http://www.ped.state.nm.us/Graduation/>.

### Cohort 4-Year Graduation Rate—All Students



### 4-Year Cohort Graduation Rate by Ethnicity



## 4-Year Graduation Rates, Cohort of 2011

The table is sorted from highest to lowest by the American Indian graduation percentage rate.

Cohort Rate	All Students		Caucasian		African American		Hispanic		Asian		American Indian	
District	(N)*	(%)	(N)*	(%)	(N)*	(%)	(N)*	(%)	(N)*	(%)	(N)*	(%)
Tularosa	83	90.5	25	93.4	3		38	89.1			17	87.3
Jemez Valley	54	85.9	9				8				37	84.3
Pojoaque	191	77.6	14	78.0	4		147	77.0			26	81.1
Zuni	171	79.5									171	79.5
Ruidoso	192	83.9	74	82.5			80	88.5	1		37	79.2
Grants-Cibola	344	69.6	44	75.4	6		119	68.1	1		174	69.1
Magdalena	37	69.2	17	79.8			8				12	65.3
Rio Rancho	1,439	72.9	693	77.1	60	71.5	572	67.7	40	81.3	74	64.7
Cuba	110	66.9	5				18	73.4			87	64.7
Dulce	70	63.9	1		1		8				60	64.3
Gallup	1,241	65.8	58	83.3	5		153	75.1	12	83.1	1,013	63.3
Bloomfield	295	65.9	82	74.9			91	64.2	2		120	61.5
Central Cons.	665	62.9	47	87.9	1		14	67.5			603	60.7
Los Lunas	788	66.4	199	67.6	9		510	67.4	2		68	59.0
Farmington	846	65.9	341	75.0	11	60.7	195	61.7	6		293	56.1
Aztec	308	64.9	168	68.5	1		70	64.5			69	53.0
Bernalillo	283	60.1	18	61.8	1		137	66.4			127	52.8
Española	371	45.2	14	39.0	3		324	44.3	3		27	51.4
Albuquerque	7,654	63.4	2,130	75.2	273	55.5	4,562	59.5	171	77.7	518	45.7
Taos	301	67.5	60	71.5	1		202	69.3	6		32	43.5
Santa Fe	1,133	56.5	263	60.0	22	68.1	800	55.9	11	51.0	37	34.9
Peñasco	66	84.9	2				60	83.4			4	
Jemez Mountain	30	81.2	3				27	79.4				
<b>Statewide</b>	<b>37,834</b>	<b>63.0</b>	<b>10,648</b>	<b>73.2</b>	<b>1,014</b>	<b>60.1</b>	<b>21,118</b>	<b>59.3</b>	<b>458</b>	<b>77.7</b>	<b>4,596</b>	<b>56.0</b>

Graduation rates are not calculated for schools with fewer than 4 student records

Results are masked for subgroups with fewer than 10 student records to comply with confidentiality requirements.

District calculations include locally authorized charter school students

### Graduation Rate

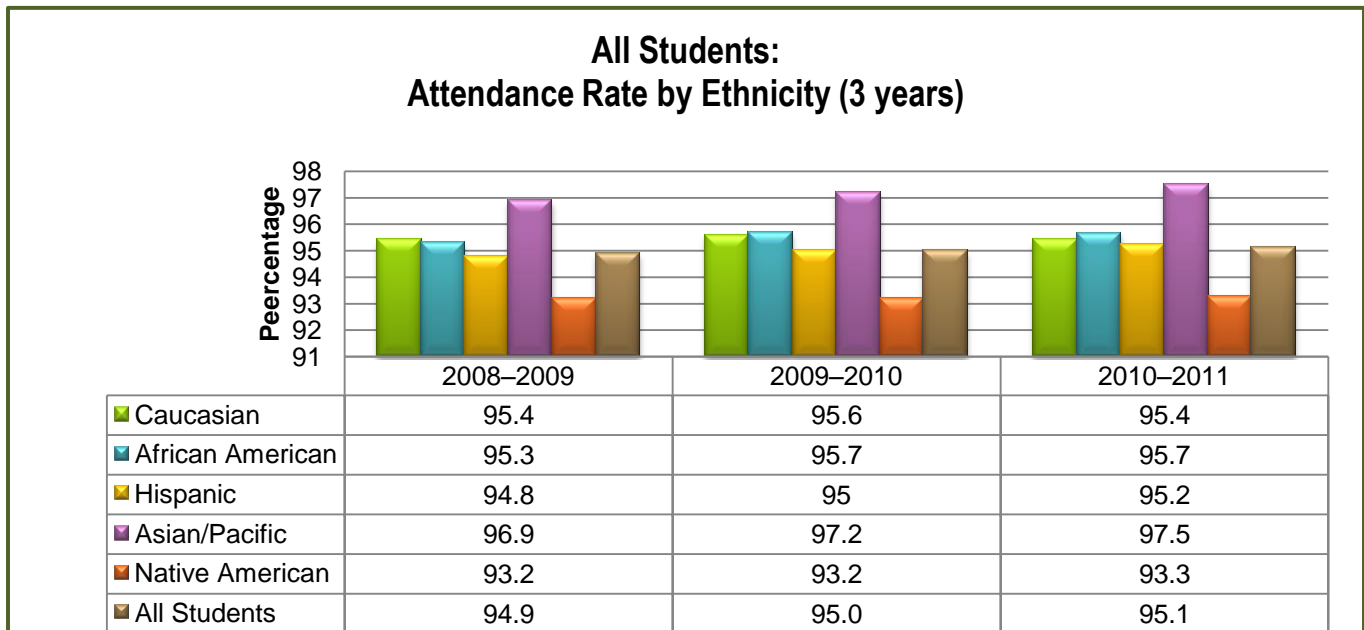
- Tularosa School District showed the highest rate at 87.3%, Jemez Valley Public Schools showed the second highest @ 84.3%, and Pojoaque Public Schools showed 81.1%.



## Attendance

**Note:** The attendance data for the school year 2011–2012 is pending.

See: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.



Source: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

The table is sorted by the school year 2010–2011 percentage rates of all students in all schools within the district, including high schools.

School	SY 10–11 Student Count	SY 10–11 %	SY 09–10 %	SY 08–09 %	School	SY 10–11 Student Count	SY 10–11 %	SY 09–10 %	SY 08–09 %
Albuquerque	93,177	97.8	97.1	94.8	Jemez Valley	496	93.0	92.3	92.1
Peñasco	485	95.7	94.8	94.9	Rio Rancho	16,523	92.9	93.1	94.3
Tularosa	900	95.4	93.7	94.5	Ruidoso	2,200	92.5	92.4	94.7
Jemez Mountain	300	94.7	92.5	92.5	Zuni	1,337	92.4	91.6	90.7
Farmington	10,426	94.4	93.9	94.9	Dulce	683	91.8	93.2	84.7
Los Lunas	8,462	94.2	93.2	93.1	Magdalena	417	91.7	91.5	95.0
Pojoaque	2,035	94.2	94.0	93.8	Bloomfield	3,002	91.4	88.9	89.4
Aztec	3,327	93.8	93.1	93.8	Bernalillo	3,081	91.2	91.7	92.2
Grants	3,500	93.6	91.6	92.8	Taos	2,963	89.6	91.9	91.1
Central Cons.	6,273	93.1	93.0	93.1	Cuba	617	88.7	90.9	89.6
Española	4,328	93.1	91.6	93.8	Santa Fe	13,861	84.9	86.8	90.7
Gallup	11,638	93.0	92.8	93.4	Source: STARS				

## Statewide Habitually Truant Rate (All Students)

A student is considered habitually truant at the district level if he or she has a total of 10 or more full-day unexcused absences in a school year within that district. The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. The law also prohibits out-of-school suspension and expulsion as a punishment for truancy.

### School Year 2011–2012

District	Habitually Truant (%)	District	Habitually Truant (%)	District	Habitually Truant (%)
Jemez Valley	4.75%	Rio Rancho	10.21%	Santa Fe	24.09%
Jemez Mountain	5.38%	Aztec	10.96%	Pojoaque	25.19%
Peñasco	5.43%	Grants	11.00%	Española	26.13%
Gallup	6.79%	Los Lunas	13.38%	Magdalena	28.80%
Farmington	7.22%	Albuquerque	15.04%	Bernalillo	30.35%
Tularosa	7.32%	Zuni	16.20%	Cuba	30.54%
Taos	7.90%	Central Consolidated	16.89%	Dulce	39.05%
Bloomfield	8.60%	Ruidoso	18.50%	<b>23 Districts</b>	<b>16.07%</b>

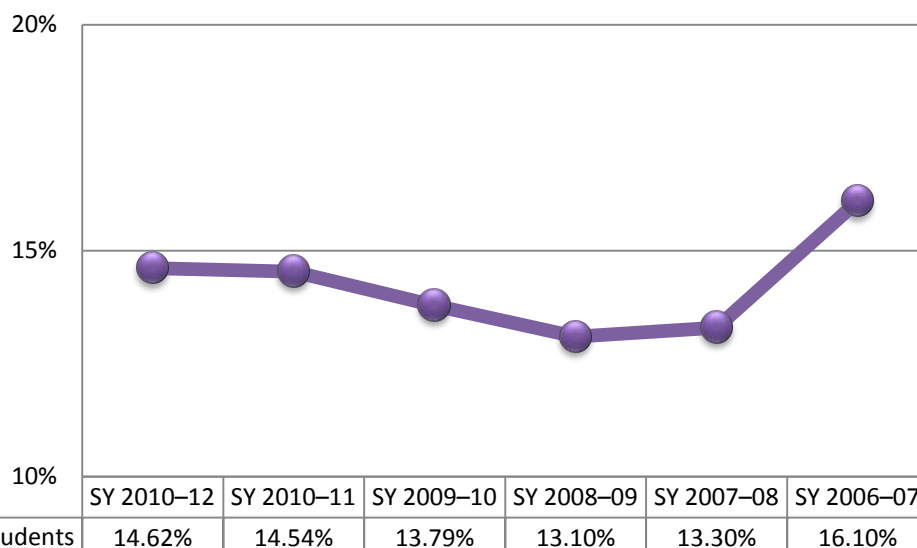
REPORT TOTAL SY 2011–2012	School Type	Enrollment Count	Habitual Count	Percent Habitual	Unexcused Count
	Elementary School	181,680	20,186	11.11%	131,811
	High School	108,348	22,513	20.78%	79,337
	Middle School	60,056	8,335	13.88%	46,330
	Other	13,423	1,524	11.35%	8,078
	<b>Report Total</b>	<b>359,857</b>	<b>52,621</b>	<b>14.62%</b>	<b>264,832</b>

### Students Habitually Truant (six years)

**Note:**

The most recent data is on the left side of this graph.

The oldest year is on the right.



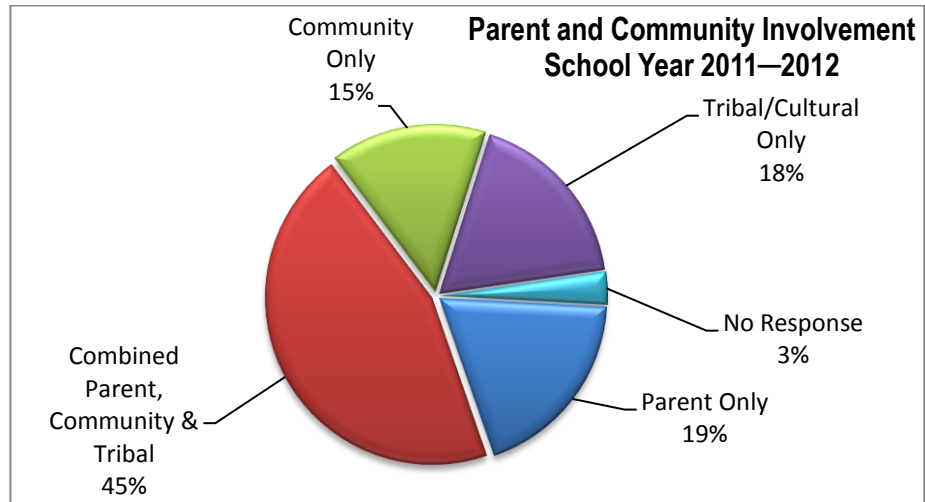
\* Based on unique count of students across all reporting periods.

Source: PED Data Collection and Reporting Bureau and <http://www.ped.state.nm.us/IT/schoolFactSheets.html>.

## Parent and Community Involvement

The chart to the right shows the involvement of community and parents as reported by the 23 districts. The table below shows two years of parent/community involvement.

School Year	Parent Only	Combined P,C&T	Community Only	Tribal/Cultural Only	No Response
SY 09—10	30	71	2	6	12
SY 10—11	30	120	2	2	11
SY 11—12	36	86	29	34	6



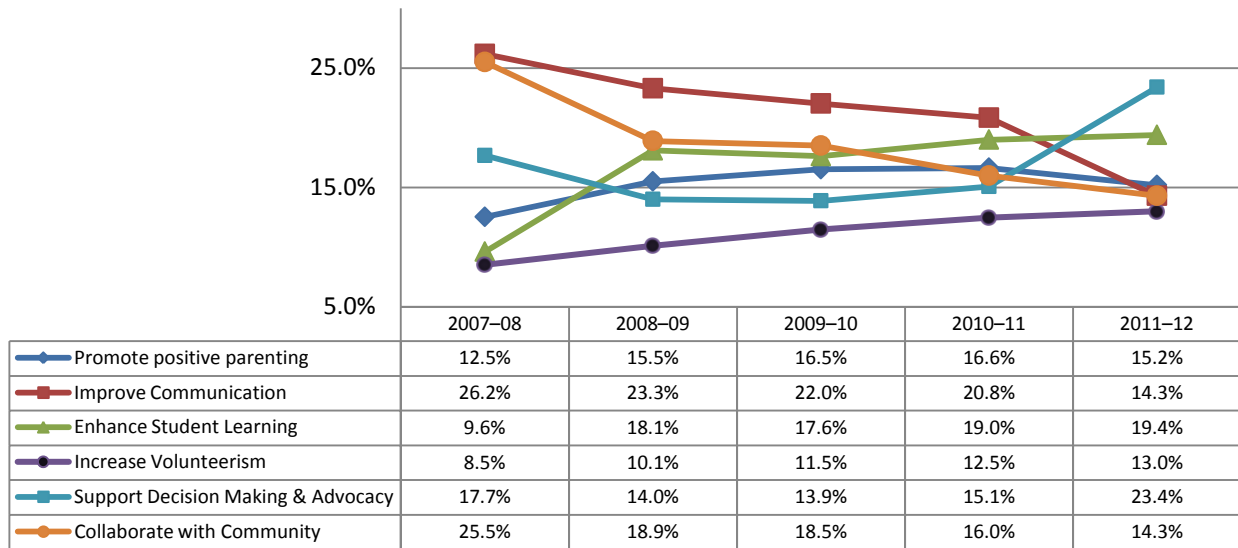
Source: 2011—2012 TESR District-Wide Survey

20 districts self-reported the number of activities based on the six types of parental involvement as identified by the PED's *Working Together: School-Family-Community Partnerships Toolkit*.

School, Family, and, Community Involvement Activities						
2011—12	Promoting Positive Parenting	Improving Collaboration	Enhancing Student Learning	Increasing Volunteerism	Support Decision Making and Advocacy	Collaborating with the Community
Total # of Activities	182	172	233	156	280	172
Average District	9.1	8.6	11.7	7.8	14	8.6
Percent of Total Activities	15.2%	14.3%	19.4%	13.0%	23.4%	14.3%

Source: 2009—2010 TESR District-Wide Survey

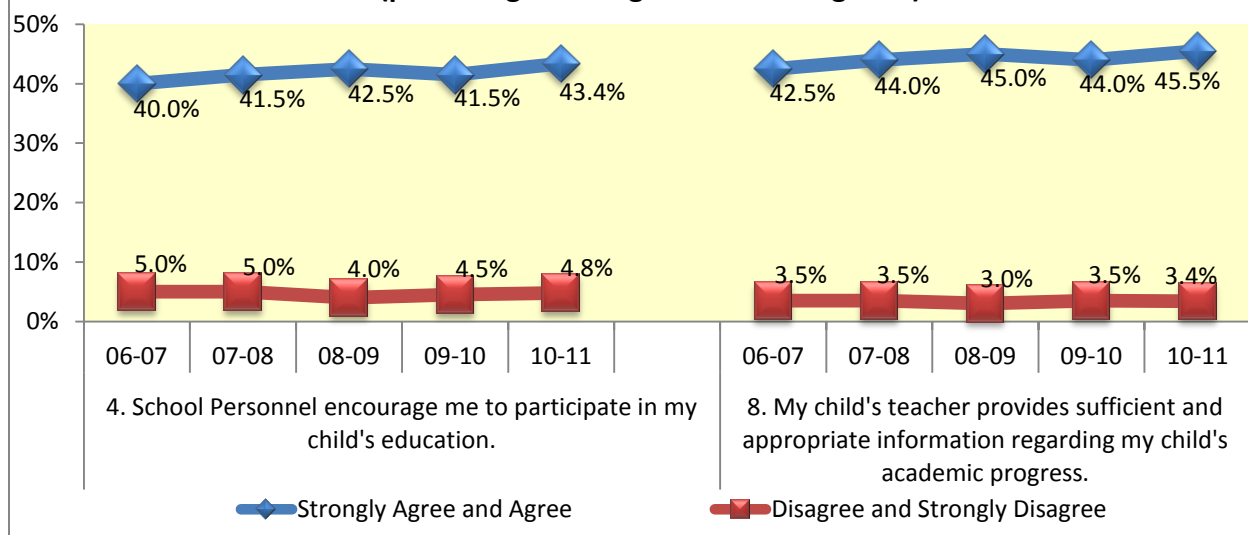
### Percentage of Six Types of Parent-Community Involvement Activities in 23 Districts over Five Years



The averaged percent of responses related to parent involvement found in the Statewide Quality of Education Survey is shown below. The data is qualitative and intended to give a composite overview of parental response, encompassing all ethnicities. The statewide Quality of Education Survey data for 2011–2012 is pending.

See: <http://164.64.166.19/studentsurvey/surveyframe.asp>.

### Statewide Quality of Education Survey Responses related to Parent Involvement, over 4 years (percentages averaged within categories)



Source: Statewide Quality of Education Survey <http://164.64.166.19/studentsurvey/StateSurveyResults.asp?FromPage=s&SchoolYear=2010/2011>

## Educational Programs Targeting Tribal Students

District Funding 2010–2011: Funds generated by American Indian students.

Table sorted by the amount per student column

# of AI funding sources used	Districts	Total Enrollment (N)	American Indian (N)	American Indian (%)	Total Dist. Budget	Fund:	25184 24155	25147	25131	27150	25111	25248	25201	25209 26157	TOTAL Indian Programs	Amount per student
							Federal Title VII	Impact Aid Indian Education	Tribal JOM	State NM IEA	Navajo Red Road/Corn Pollen Pathway	Native American Program	Navajo Nations	Indian Health		
2	Peñasco	447	26	5.8%	\$10,575,591		5,159	63,963							69,122	\$2,659
2	Pojoaque	2,012	299	14.9%	\$28,974,905		74,854	644,707							719,561	\$2,407
5	Bernalillo	3,190	1,309	41.0%	\$73,448,261		316,824	2,318,409		25,000	150,097	208,589			3,018,919	\$2,306
2	Dulce	711	663	93.2%	\$29,415,687			1,164,816	19,637						1,184,453	\$1,787
4	Cuba	539	313	58.1%	\$15,382,285		76,974	238,922	26,064			175,000			516,960	\$1,652
5	Central	6,602	5,882	89.1%	\$111,708,547		1,367,529	7,384,586	379,605	50,000			98,000		9,279,720	\$1,578
4	Zuni	1,275	1,259	98.7%	\$24,441,585		275,702	1,521,896	150,592	25,000					1,973,190	\$1,567
1	Jemez Valley	514	357	69.5%	\$11,085,751			496,111							496,111	\$1,390
3	Magdalena	385	176	45.7%	\$9,243,909		46,883	171,490	13,566						231,939	\$1,318
4	Jemez Mtn.	321	117	36.4%	\$7,987,488		21,247	99,429	5,881					19,541	146,098	\$1,249
5	Gallup	12,173	9,473	77.8%	\$203,390,256		1,912,251	8,665,157	635,972				114,357	194,950	11,522,687	\$1,216
3	Grants	3,669	1,509	41.1%	\$61,335,451		304,377	1,200,000		50,000					1,554,377	\$1,030
3	Santa Fe	13,878	317	2.3%	\$306,949,295		82,063		45,469		164,799				292,331	\$922
2	Tularosa	897	207	23.1%	\$19,460,838		35,152	125,329							160,481	\$775
2	Taos*	2,916	196	6.7%	\$49,345,792		47,257	99,570							146,827	\$749
2	Ruidoso	2,135	425	19.9%	\$38,571,617		86,260	164,403							250,663	\$590
6	Farmington	10,673	3,271	30.6%	\$161,059,641		887,252	65,617	205,040		1	364,966		11,497	1,534,373	\$469
3	Bloomfield	3,028	1,000	33.0%	\$42,859,585		198,935	197,724	63,876						460,535	\$461
2	Española	4,392	299	6.8%	\$60,973,939		50,048	44,792							94,840	\$317
3	APS	93,326	4,575	4.9%	\$1,233,210,611		1,199,388	32,289	197,761						1,429,438	\$312
2	Aztec	3,434	442	12.9%	\$53,762,374		83,990		21,186						105,176	\$238
2	Los Lunas	8,445	566	6.7%	\$122,162,651		60,379	43,274							103,653	\$183
1	Rio Rancho	16,858	698	4.1%	\$204,069,224		118,753								118,753	\$170
<b>TOTAL</b>							<b>\$7,251,277</b>	<b>\$24,742,484</b>	<b>\$1,764,649</b>	<b>\$150,000</b>	<b>\$314,897</b>	<b>\$748,555</b>	<b>\$212,357</b>	<b>\$225,988</b>	<b>\$35,410,207</b>	<b>\$1,061</b>
% of Indian Program funds							20.5%	69.9%	5.0%	0.4%	0.9%	2.1%	0.6%	0.6%		
# Districts funded							23	21	20	12	4	3	3	2	3	23
Average							\$125,191,969	\$345,299	\$1,237,124	\$147,054	\$37,500	\$104,966	\$249,518	\$106,179	\$75,329	\$1,539,574
Max							\$1,233,210,611	\$1,912,251	\$8,665,157	\$635,972	\$50,000	\$164,799	\$364,966	\$114,357	\$194,950	\$11,522,687
Median							\$49,345,792	\$83,990	\$184,607	\$54,673	\$37,500	\$150,097	\$208,589	\$106,179	\$19,541	\$460,535
Min							\$7,987,488	\$5,159	\$32,289	\$5,881	\$25,000	\$1	\$175,000	\$98,000	\$11,497	\$69,122



## Activities Listed in the District-Wide Tribal Education Status Reports

### Educational Programs Targeting Native American Students (Title VII, Title VIII—Impact Aid, JOM, PED—IED)

<p>The district has 241 Native American students on the 40th day of 2011–2012. Of those 241, 176 had 506 Forms. These students participated in activities such as the Native Hope Club. As members of that group, they had several cultural activities including music and foods. Some members of the organization attended the Gathering of Nations Pow Wow. Title VII funds were used to provide a Native American Liaison who worked with the students on a daily basis. She also attended meetings in Mescalero to coordinate services for the students. These funds support a Native American Liaison to work with American Indian students to improve student learning in reading and math, to improve attendance, to increase graduation rates, and to prevent dropouts. Title VIII funds provide services to all of our students. We had 932 students on the 40th day of 2011–2012. As stated previously, 241 were Native American. Students participated in field trips, family reading and math nights, parent teacher conferences, tutoring, athletics and activities including Knowledge Bowl, Science Club, and the Native Hope Club. All programs address the needs of all students.</p>
<p>American Indian Summer Academy (2 weeks 8:00-5:00). Robotics - Integration of the native cultures with Science Technology, Engineering, Math, Environmental Activities and Literature. Location: Puesta del Sol Elementary School Dates: July 23 –August 2, 2012: Monday through Thursday. Hours: 8:00am-5:00pm = Title VII=56=\$32,588.31. Reimbursement of General Supplies/AP/SAT/Lab Fees =Title VII=44=\$1297.32. Summer School Tuition/Scholarships= Title VII=\$5050=21 Partnership with Santa Ana Pueblo Department of Education - Home School Liaison=3=No charge. Native American school site activities and numbers of participating students vary by site: Tutorial in Reading and/or Math. After school enrichment activities. Purchase of books for reading—AP/SAT preparation. Multi-cultural activities and events. Professional Development for Teachers.</p>
<p>Title VII - 1 Public Hearing and 8 IPAC meetings. Title VIII - 2 Public Hearing Other - Summer School and Credit Recovery Class (High School Only).</p>
<p>Native American Jr. Day at UNM=6 students=Title VII. Museum of Indian Arts &amp; Culture=33 students=Title VII. Consecha Conference (Youth Track)= 3 students= Title VII. Teaching 21st Century Students=7students= Other. HS Indian Club=45 students=Other. MS Indian Club=36 students=Other. Natural Helpers Training=6 students=Other. Native American Math Intervention Classes= 45 students=Title VII/Other. Anti-Drug Presentation= 214 students= Other. Santa Fe Mountain Center Prevention Classes=156 students=Other. Tutoring=20 students=Title VII. Native American Senior Banquet=26 students=Other. PRES Tutoring=40 students=Other. SGA Tutoring= 6 students=Other.</p>
<p>Tutoring=Title VII College visits=Title VII. School-wide after-school activities=Title VII. School-wide in- school activities= Title VII. JVMS, JVHS, and WHCS GearUP=91 students=other/GearUP. SDRCS Save the Children=40students= Other. WHCS Exemplary Indian Education=61 students= Indian Ed. JVES focus on reading/math scores of AI students=111 students=other/State. K-3 Plus=35 students=other/State. Jemez Social Services &amp; Behavior Health Presentations for teacher/staff= 458 students=Other/Tribal.</p>
<p>TVII - Cultural Field Trip to the Children Museum in Santa Fe, NM (17 students) July 29, 2011. TVII - In Class Cultural Cooking Demonstration (11 students) February 2012. TVIII - Cultural Field Trip to Tiwa Puye Cliffs/Santa Fe Chavez Center (15 students) May 17, 2012.</p>
<p>3 Native American Liaisons work with students and families on attendance, cultural activities, and drop-out prevention. Tutoring. Cultural Field Trips. Extra-Curricular Activities— fees and Transportation after practice. Summer School. Transportation. School Social Worker. Counselor. Nurse.</p>
<p>8/17/12 Back to school night (School Readiness Event) 200 students, Title VII, Title VIII. JOM and Talent Search 9/8/11 Student Meeting @ THS, 30 students, Other = JOM &amp; 8 Northern Talent Search. 9/23/11THS College Fair, 30 students, Title VII, JOM &amp; Talent Search. 10/21/11 Student Meeting THS, Cyber &amp; Chrysalis, 35 students, Other = JOM and Talent Search. 10/26-29/2011 NIEA Conference, 5 Students, Other = 8 Northern Talent Search Program. 11/15/11 Senior Parent Meeting, 24 students, Other, JOM &amp; Talent Search. 2/3/12 American Indian Day @ the State Legislature, 13 students Title VII &amp; Talent Search. 2/16/12, 2/21/12 &amp; 2/24/12 FAFSA Workshops@ THS 2/25/12 FAFSA Night, Title VII, JOM and Talent Search. 3/22-24/12 National American Indian Science and Engineering Fair (NAISEF) 4 students, Title VII. 4/9&amp;10/12 College Campus Visits, 10 students, Title VII and Talent Search. 4/18/12Time Management Workshop I , 25 students, Title VII and Talent Search. 4/23/12 8th grade orientation 20 students including HS mentors (Taos Day School Students coming to THS) = Title VII. 4/25/12 Time Management Workshop II, 25 students, Title VII and Talent Search. 5/16/12 Celebration of Learning, 35 students, Title VII, JOM and Talent Search Summer School Credit Recovery Courses, 10 students, Other JOM and Talent Search.</p>
<p>Indian Ed Formula Grant. After school tutoring grades 3 - 8 two days per week for 2 hours (40 students). JOM - Educational assistance for language. 30 students. Bilingual/ Daily instruction for 45 minutes for Navajo Language and Culture for 93 students.</p>

**Educational Programs Targeting Native American Students  
(Title VII, Title VIII—Impact Aid, JOM, PED—IED)**

<p>August—school supply distribution=80 students=Title VII, JOM. August-May-After-school Tutoring=20 students=Title VII, JOM. August–June-monthly Parent meetings (11) with student activities=200 students/families=Title VII, JOM. September— Indian Summer Event=35 students/families. November—Annual Harvest Dinner/data night=200 families=JOM, Title VII. December— Holiday Gathering/ice skating, clay ornaments. May—Youth Honoring Ceremony=40 students, 100 family members=Title VII, JOM. June-Summer Program=60 students=JOM, Title VII. June-Youth Powwow=200=Parent Committee Funds.</p>
<p>Title VII Field trips 9 237 students. Ohiyesa 11 teachers. Summer school tuition to parents 6. Summer school tuition fees 186. Students. Evening class registration fees 2 students. SAT ACT fees 12 students. Online Navajo lang. class 1 student. Education field trip assistance 5 students. HHS 1 student activity 60 students. College application fee 6 students. McKinley student 3 events 51 students. Impact Aid Eyeglasses 4 students. Cap and gown 9 students. ACT Fees 1 student. Field trip 8 schools 239 students. JOM Field trips transportation cost 11 schools 285 students. Eyeglasses 13 students. Cap and gown 31 students. After school transportation for painted sky 15 students. HH student activity 2 120 students. Family appreciation day 2,800 students. Senior banquet 32 students.</p>
<p>Career and College Readiness —Field trips to colleges and universities. Native American Youth Conference. Navajo Language and Culture Festivals (3). Native American Leadership Opportunities - Membership to career organizations and field experiences.</p>
<p>Title I—School Wide Program. Title III—ELL students provided academic interventions at all three school sites. Title VIII—Impact Aid—Provided instructional support and professional development to all students and staff members at elementary, middle school, and high school. Heritage/Indigenous Bilingual Program — at Dulce Elementary School—all students at DES participated in Heritage Program (Jicarilla Apache Language and Culture Program. ELL students were instructed for 60 minutes on ESL/ELL learning strategies. All students received one hour of Jicarilla Language/Culture instruction. Transitional Bilingual Program at Dulce Middle School. ELL students participated in one hour of Jicarilla Language/Culture instruction and one hour of ESL/ELL instruction. JOM—School Wide Program—funds were used for professional development and instructional supplies/materials for grades K–12. K–3 Plus— Extended school year program (5 weeks) was offered to 100 K–3 students. 21st Century Community Learning Center —after school and summer programs for kindergarten through 12<sup>th</sup> grade students in reading and math and academic enrichment activities, tutoring, homework help, nutrition, recreation, fine arts, adult ed., fine arts, music, etc. GEAR UP for Class of 2012—provided students with college and career readiness programs during their four years in high school.</p>
<p>Title VII - Academic Tutors, Enrichment Activities, Career Advisement, College Readiness, After School Transportation, Cultural Activities, Family Resource Center, Instructional supplies, Professional Development (staff and parents), Summer School. Title VIII - Academic Tutors, Enrichment and Cultural Activities, College Readiness, Transportation, Native Language, Textbooks, Support personnel, (including school and district liaisons, instructional assistants, security, etc.), Instructional supplies/materials, Professional Development. Bilingual Native Language Instruction, Supplies and materials, Professional Development, Testing.</p>
<p>Title VII After School Tutoring/Homework Assistance Program.</p>
<p>Graduation Mass Senior Pow-Wow. College/Career Fair. Monthly Parent and Student Meetings.</p>
<p>Title VII Improving academic performance in Reading and Math. Academic tutoring by Educational Assistants. Home School Liaison. Title VIII Summer School fee reimbursement. Student Instructional Travel Senior Honoring Ceremony. JOM Secondary Counseling Supplemental Services. Navajo Government Online Class. High School Native American Student Days. School Supplies. Bilingual Navajo Language Instruction.</p>
<p>Tutoring 25 students - Title VII, Title VIII, JOM Educational Assistants -65 students. Title VII, Title VIII, State Bilingual\Native Youth Advisor 400 Students. Title VII, JOM Navajo Language Program - 114 - State Bilingual, Title VII, JOM reading teachers - 50 students Title VII.</p>
<p>Title VII and JOM co-fund these events: Youth Development Program. Student Focus Groups = Approximately 120 Secondary Students. November 9, 2012 — Tse Bit Ai and Career Prep November 18, 2012 – Newcomb High &amp; Newcomb Middle. December 1, 2012 – Shiprock High December 2, 2012 – Kirtland Central High and Kirtland Middle.</p> <ul style="list-style-type: none"> <li>• Spring Student Focus Groups at Secondary Schools = 105</li> <li>• March 31, 2012 – White Shell Woman Workshop in Farmington, NM. Rose Nofchissey took several girls from Naschitti Diné Language Curriculum Development.</li> <li>• 1750+ Students in the Diné Language Program 2012 Summer Diné Language Summer School 10 Days—June 6–21, 2012 (Mon-Thurs).</li> <li>• 170 Students Grades K-5 at Eva B. Stokely Elementary Fall 2011 After-School Navajo Literacy Program Four 3 Hour Sessions: Oct 26, Nov 3, 10, 17, 2011.</li> </ul>

**Educational Programs Targeting Native American Students**  
(Title VII, Title VIII—Impact Aid, JOM, PED—IED)

- 150 Students & their parents at Ojo Amarillo, Ruth N. Bond, Naschitti & Mesa Elementary Spring 2012 After—School Navajo Literacy Program Four 3 Hour Sessions: April 5, 12, 17 and 24, 2012.
- 150 Students & their parents at Ojo Amarillo, Ruth N. Bond, Naschitti & Mesa Elementary K–3 Elementary Bilingual Showcase - February 4, 2012 at the Phil Thomas Performing Arts Center .
- 350 Students from Mesa, Nizhoni, Kirtland Elementary, Naschitti, Ruth N. Bond, Ojo Amarillo, Eva B. Stokely and Newcomb Elementary Schools. 4–6 Elementary Bilingual Showcase— February 17, 2012 at the Phil Thomas PAC.
- 225 Students from Newcomb, Eva B. Stokely, Mesa, Nizhoni and Ojo Amarillo Elementary Schools. 3rd Annual Navajo Spelling Bee for 4-6th Graders on March 12, 2012 at the Phil Thomas PAC.
- 42 Students from Tse Bit Ai Middle, Ojo Amarillo Elementary, Mesa Elementary, Newcomb Elementary, Eva B. Stokely Elementary and Newcomb Middle. 17th Annual Navajo Knowledge Bowl for 7-12th Graders on May 11, 2012 at the Phil Thomas PAC and Eva B. Stokely Elementary .
- 350 Students from 9 secondary schools participated. All CCSD secondary school participated. Students from Kirtland Central High were the overall winners.

Monthly Cultural Events for Students, Parents & Community Members, October 19, 2011 (6–8:30 pm).  
Seasonal Teachings by Dr. Joseph Chee at the Phil L. Thomas Performing Arts Center, Shiprock November 17, 2011 (5:30–9:00 pm).  
Baa Ahéehisin Baa Hane' by James Peshlakai at the Phil L. Thomas Performing Arts Center, Shiprock. Transportation and meals for students from Ojo Amarillo, Ruth N. Bond, Naschitti and Shiprock was provided. November 21, 2011 (6–8:30 p.m.).  
Spider Woman's Gift Lecture and Slide Show by Joyce Begay-Foss and Shelby Tisdale at the Phil L. Thomas PAC, Shiprock. Books were provided for students. December 13, 2011 (6–8:00pm).  
Navajo Code Talker Documentary at the Phil L. Thomas PAC, Shiprock. January 17, 2012 (6–8:30pm).  
Navajo Winter Stories by Benny Begay at the Phil L. Thomas PAC, Shiprock January 18, 2012 (6–8:30 pm).  
Navajo String Games by Don Mose at the Phil L. Thomas PAC, Shiprock, January 25, 2012 (6–8:30pm).  
Navajo Shoe Game by Guy Lee at the Phil L. Thomas PAC, Shiprock. Dinner was provided by Career Prep High School after the event. February 8, 2012 (6-8:30 pm).  
S-' Ba Hane by Robert Johnson at the Phil Thomas PAC. Transportation and meals were provided for students from Newcomb High and Newcomb Middle School. April 23, 2012 (6 – 8:30 p.m.).  
Navajo Sovereignty Day Presentation by Dr. Joseph Chee at the Phil Thomas PAC, Shiprock, NM. April 24, 2011 (6-8:00 pm).  
Navajo Twin Warriors by James Peshlakai at the Phil L. Thomas PAC, Shiprock. Transportation and meals for students from Ojo Amarillo, Ruth N. Bond, Naschitti and Shiprock was provided. In most cases light refreshments and door prizes were provided for participants. Consumable supplies for hands-on activities, books, cd's and dvd's were also provided.  
Student Field Trips Eva B. Stokely  
May 11, 2012 to Canyon De Chelly, AZ. Kirtland Central High.  
April 11, 2012 to Canyon De Chelly, AZ Newcomb High/Mid.  
May 28–29, 2012 to NMABE Conference in Albuquerque, NM. Nizhoni.  
May 3, 2012 to Window Rock, AZ Eva B. Stokely— May 4, 2012 Diné Language Immersion Classes to Albuquerque, NM.  
Grace B. Wilson April 19 and 27, 2012 to Durango CO Discovery Museum Newcomb Elem.  
May 3, 2012 to Canyon De Chelly, AZ Eva B. Stokely – April 27, 2012 to Canyon De Chelly.  
Nataani Projects (Student Initiated conferences) April 23, 2012.  
Navajo Sovereignty Day Presentation by Alastair Bitsoi at Newcomb Middle School. April 5, 2012 (8:00am-2:30 pm).  
Reality Check at Tse Bit Ai Middle School. Meals purchased for 50 Volunteers in lieu of consultant fees.  
February 16, 2012 Motivational Speech on Preparation, Goal Setting and Unforeseen Circumstances for Graduating Seniors by Jocelyn Billy-Upshaw at Career Prep High School. November 10, 2011 – Navajo Code Talkers and History of Diné Culture by Albert Smith at Newcomb Middle School.  
November 3, 2011 Diné Protection Day at Kirtland Central High with presentation by Richard Ballard, Gerald King and Eric Manuelito.  
October 10, 2011 Navajo Wool Dyeing Demonstration by Mark Deschinny at Newcomb High School.  
Student Field Trips to Promote Self-Identity, Academic Achievement and Leadership Mesa-5th Grader to Indian Youth of America.



**Educational Programs Targeting Native American Students**  
**(Title VII, Title VIII—Impact Aid, JOM, PED—IED)**

Summer Camp, June 20–29, 2012 in Prescott, AZ.

(Registration Fee) Kirtland Central High – Navajo History Class to El Morro Monument, May 18, 2012.

(Transportation) Kirtland Elementary – 6th Grade Student Field Trip to Albuquerque, May 22–23, 2012.

(1 Meal & Tickets to Explora) Kirtland Central High— Diné Youth Council to UNITY Conference, July 6–10, 2012.

(Lodging & Meals) Newcomb Middle— 8th Grade Trip to Albuquerque, May 4, 2012.

(Transportation, Meals & Zoo Tickets) Kirtland Elem— 1st Grade Trip to Albuquerque, April 4, 2012.

(Transportation) Ruth N. Bond— Kindergarten Class to Albuquerque, February 6, 2012. (Transportation) Shiprock High – SHS ROTC to Amarillo, TX, April 13–15, 2012.

(Lodging & Meals) Kirtland Central High – KCHS BPA to National Competition in Chicago, IL, April 24–29, 2012.

(Travel Expenses) Nizhoni Elem – Science Camp at Sea World in San Diego, CA, March 19–22, 2012.

(Registration Fee) Shiprock High – SHS Band to competition in Salt Lake, UT, May 4–6, 2012.

(Transportation) Kirtland Central High – Students to San Juan College Career Check in Farmington, NM, November 10, 2012.

(Transportation) Mesa, Eva B. Stokely & Nizhoni – Diné Immersion Classes to Shiprock Fair Youth Day to participate in Diné Cultural School Presentations, October 6, 2011.

(Transportation and Meals) Shiprock High SHS FFA Students to FFA Competition in Indianapolis, IN, October 19–22, 2011.

(Registration Fees) Kirtland Central High Student to Summer Camp in Portland OR, June 2012.

(Travel Expenses) Eva B. Stokely 2nd Graders to Canyon De Chelly, AZ May 11, 2012.

(Transportation & Meals) Youth Seminars: Oct 21, 2011 Rocket Day for Grades 3–5 at the Phil L. Thomas Performing Arts Center. Twelve NASA Program Students from Utah State University provided hands-on science activities for students all day. In lieu of consultant fee, lodging and meals. June 7, 2012 Canyon de Chelly Student Field Trip for the Summer Diné Language Immersion Program at Eva B. Stokely Elementary. June 14, 2012 Window Rock Student Field Trip for Summer Diné Language Immersion Program at Eva B. Stokely.



## Native American Bilingual Program

### As reported by the 23 districts

The data from SY 2011–2012 has not been verified for accuracy and therefore is pending.

The data for this section of the report is from the SY 2010–2011.

NA Bilingual Programs	No# Program	Number of Schools	Elem	MS/JH	HS	Dual Lang.	Indigenous	Enrichment	Maintenance	Transitional	Navajo/Dine'	Zuni	Keres	Jicarilla	Mescalero	Tewa	Towa	Tiwa	No # of Students served	Professional Development Provided?
# of Districts	15	14	14	12	11	1	14	7	4	1	9	1	2	1	0	1	1	1		12
# of Schools	108	105	55.5	22	26.5	1	97	67	13	5	82.5	5	8	0	0	5	1	1	7,838	
Gallup	35	35	19	7	9		35	35			35								2,141	yes
Central	16	16	9	3	4	1	13		2		16								1,983	yes
Farmington	15	15	9	4	2		15	15			15								1,263	yes
Bernalillo	6	6	3.5	1.5	1.0				4				6						510	yes
APS	5	5	0	0	4		5	3	5	5	5								87	yes
Pojoaque	5	5	3	1	1		5	5								5			151	yes
Zuni	5	5	2	1	2		5					5							578	
Bloomfield	4	4	2	1	1		4	4			4								112	yes
Dulce	4	2	1	1			2	2						x					514	yes
Grants	4	4	3	0.5	0.5		4		2		2		2						173	yes
Cuba	3	3	1	1	1		3	3			3									yes
Magdalena	3	3	1	1	1		3				1.5								103	yes
Jemez Mtn.	1	1	1				1				1								103	yes
Jemez Valley*	1	1	1				1										1		103	no
Peñasco	1						1											1	17	no
Aztec		Native American Bilingual programs are not offered in the Aztec Schools																		
Española		none																		
Los Lunas		N/A																		
Rio Rancho		RRPS does not have a Native American Bilingual program.																		
Ruidoso		none																		
Santa Fe		none																		
Taos		None																		
Tularosa		The Tularosa Municipal Schools does not have a Native American Bilingual program.																		

\* - Data from charter school

- Data not included in District-Wide Survey

- District-Wide survey not submitted

Source: TESR District-Wide Report

### Types of Native American Language Assessments Used to Measure Native Languages as Reported by the 22 of the 23 Districts

Assessment Used to Measure	# of Dist.
Jicarilla Language Assessment	1
Keres Oral Language Assessment developed by Pueblo of Acoma	1
Navajo: Oral Dine' Language Assessment	8
Test on Oral Dominance (Tewa)	1
Tiwa Oral Lang. Capacity Test	1
Zuni: Shiwi'ma Bena:we A:wan'idehhalnakya	1



**2011–2012 Budgeted Revenues of the 23 Districts and American Indian Charter Schools**

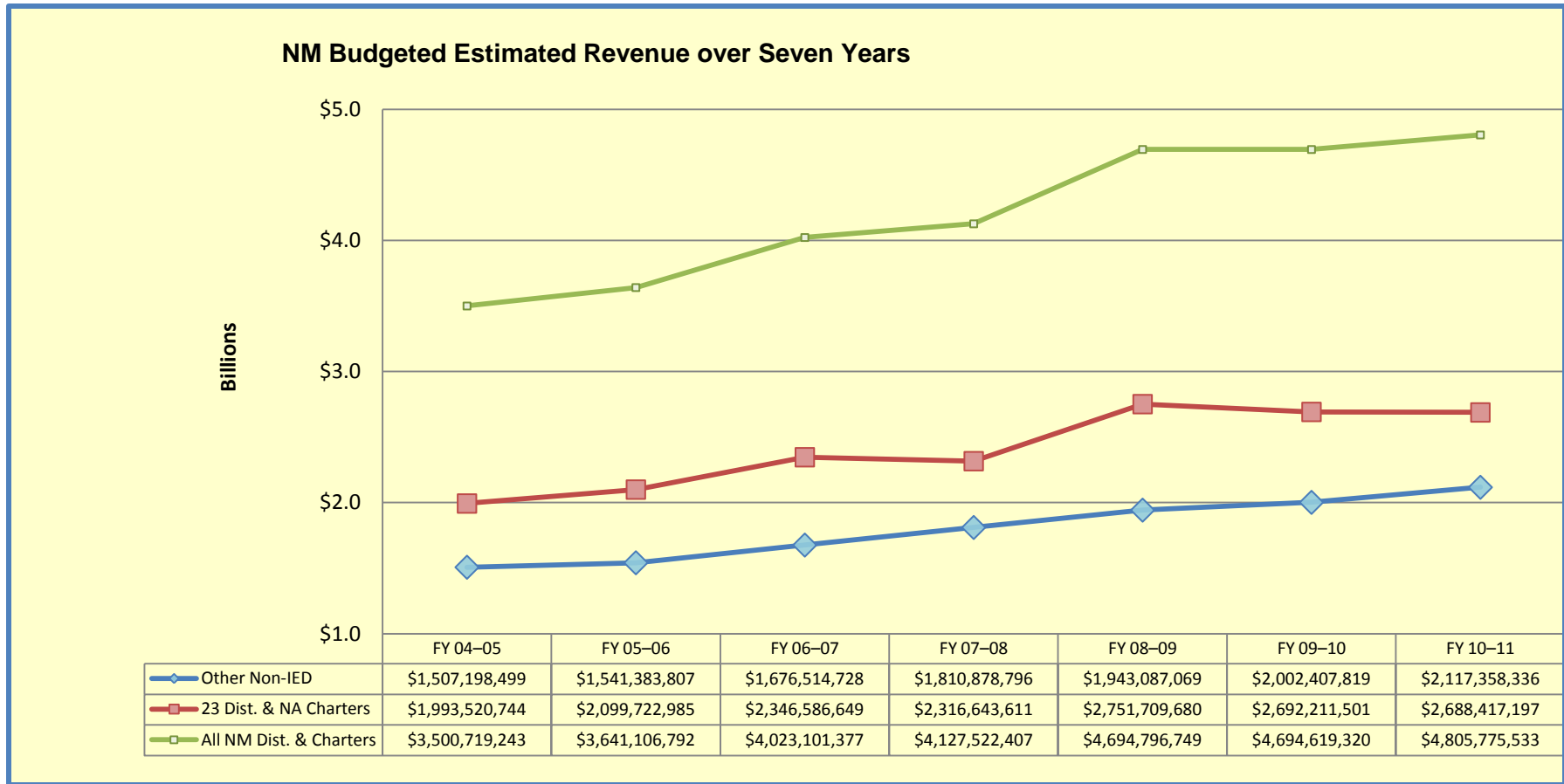
FUND	FUNCTION—Revenues	APS	Aztec	Bernalillo	Bloomfield	Central	Cuba	Dulce	Espanola	Farmington
11000	Operational	\$613,878,138	\$22,045,167	\$27,236,822	\$21,701,112	\$56,368,134	\$6,874,604	\$7,135,978	\$31,674,798	\$73,936,149
12000	Teacherage	\$0	\$0	\$141,465	\$0	\$727,327	\$133,679	\$160,083	\$0	\$0
13000	Transportation	\$16,472,484	\$1,169,550	\$1,189,164	\$1,141,547	\$2,101,402	\$630,482	\$144,365	\$1,377,174	\$2,474,250
14000	Instructional Mat.	\$4,175,894	\$128,034	\$110,475	\$149,504	\$269,128	\$20,734	\$24,695	\$183,508	\$472,635
21000	Food Services	\$35,042,249	\$1,100,500	\$2,619,346	\$1,953,056	\$3,873,880	\$312,085	\$583,252	\$1,850,000	\$3,497,300
22000	Athletics	\$2,308,798	\$327,160	\$36,268	\$121,150	\$507,597	\$38,229	\$74,738	\$110,000	\$347,253
23000	Non-Instruct Support	\$0	\$0	\$0	\$402,300	\$1,019,300	\$0	\$0	\$208,700	\$543,282
24000	Federal Flow-Thru'	\$57,138,733	\$1,295,500	\$3,116,870	\$982,589	\$5,679,105	\$978,228	\$780,377	\$2,274,444	\$4,668,984
25000	Federal Direct	\$19,270,024	\$0	\$3,225,664	\$795,700	\$9,916,164	\$63,130	\$1,912,500	\$710,406	\$0
26000	Local Grants	\$277,501	\$0	\$0	\$2,033	\$0	\$0	\$0	\$320,163	\$0
27000	State Flow-Thru'	\$4,627,762	\$14,770	\$22,702	\$16,655	\$1,904,902	\$6,542	\$56,867	\$81,636	\$45,227
28000	State Direct	\$4,910,471	\$0	\$0	\$1,572	\$165,000	\$0	\$0	\$0	\$0
29000	Comb Local/State Direct	\$517,475	\$0	\$0	\$21,608	\$0	\$0	\$0	\$0	\$0
31100	Bond Building	\$122,143,324	\$1,188,184	\$17,351,804	\$1,261,791	\$9,010,000	\$933,284	\$4,986,621	\$12,125,000	\$28,300,593
31200	PS Capital Outlay	\$2,821,978	\$0	\$679,568	\$0	\$0	\$1,041,871	\$0	\$0	\$0
31300	Spec Cap Outlay - Local	\$10,541,259	\$0	\$200,834	\$0	\$0	\$0	\$0	\$0	\$1,544,561
31400	Spec Cap Outlay - State	\$1,952,541	\$0	\$366,434	\$0	\$0	\$0	\$0	\$0	\$104,621
31500	Spec Cap Outlay - Fed	\$0	\$0	\$0	\$0	\$2,062,644	\$0	\$354,351	\$0	\$0
31600	Capital Improve HB-33	\$84,291,052	\$0	\$0	\$0	\$0	\$0	\$4,222,758	\$0	\$0
31700	Capital Improves SB-9	\$55,492,496	\$6,635,556	\$2,835,723	\$3,330,873	\$2,547,559	\$950,927	\$1,185,979	\$204,070	\$4,827,753
31800	Energy Efficiency Act	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31900	Ed Tech Equip Act	\$14,331,850	\$0	\$0	\$0	\$0	\$0	\$0	\$509,470	\$2,184,543
32100	PS Capital Outlay - 20%	\$0	\$0	\$0	\$0	\$0	\$23,162	\$0	\$0	\$99,873
41000	Debt Service	\$120,706,454	\$8,222,842	\$11,745,080	\$8,406,589	\$10,446,755	\$1,000,892	\$7,164,770	\$4,564,259	\$14,496,520
42000	Differed Sick Leave	\$0	\$0	\$0	\$117,789	\$0	\$0	\$0	\$67,910	\$0
43000	Ed. Tech. Debt Serv	\$1,579,111	\$0	\$0	\$0	\$0	\$53,805	\$0	\$679,496	\$6,213,307
<b>GRAND TOTAL:</b>		<b>\$1,172,479,594</b>	<b>\$42,127,263</b>	<b>\$70,878,219</b>	<b>\$40,405,868</b>	<b>\$106,598,897</b>	<b>\$13,061,654</b>	<b>\$28,787,334</b>	<b>\$56,941,034</b>	<b>\$143,756,851</b>
Number of Revenues in Dist (26)		21	11	16	17	16	16	15	17	17

FUNCTION—Revenues	Gallup	Grants	Jemez Mtn.	Jemez Valley	Los Lunas	Magdalena	Penasco	Pojoaque	Rio Rancho	Ruidoso
Operational	\$87,033,657	\$29,043,943	\$3,521,827	\$4,142,168	\$55,846,275	\$4,829,190	\$5,020,176	\$16,689,482	\$111,934,734	\$17,081,065
Teacherage	\$770,199	\$285,299	\$46,300	\$48,076	\$0	\$2,267	\$0	\$0	\$0	\$0
Transportation	\$4,185,706	\$1,113,905	\$480,497	\$324,174	\$2,355,349	\$267,910	\$270,407	\$730,420	\$2,891,921	\$699,012
Instructional Mat.	\$419,969	\$126,269	\$8,870	\$26,600	\$305,135	\$14,885	\$23,807	\$85,783	\$597,592	\$79,786
Food Services	\$6,333,114	\$1,911,284	\$180,479	\$163,967	\$4,413,098	\$243,668	\$396,288	\$1,373,674	\$5,393,114	\$1,080,226
Athletics	\$470,291	\$198,065	\$17,242	\$33,456	\$100,510	\$26,000	\$113,348	\$164,780	\$232,162	\$71,172
Non-Instruct Support	\$806,152	\$111,476	\$98,475	\$676,327	\$557,472	\$715,278	\$0	\$0	\$364,500	\$0
Federal Flow-Thru'	\$15,058,758	\$3,557,195	\$618,450	\$426,177	\$4,821,420	\$686,600	\$443,126	\$720,096	\$4,507,567	\$1,251,619
Federal Direct	\$11,654,471	\$1,358,794	\$35,976	\$189,728	\$1,491,414	\$360,858	\$92,820	\$1,042,466	\$1,541,637	\$607,078
Local Grants	\$1,134,421	\$0	\$0	\$120,544	\$0	\$0	\$87,417	\$304,728	\$0	\$0
State Flow-Thru'	\$479,624	\$218,543	\$10,249	\$38,287	\$130,020	\$8,879	\$6,427	\$34,522	\$953,288	\$18,069
State Direct	\$202,488	\$0	\$0	\$0	\$16,000	\$0	\$0	\$352	\$0	\$0
Comb Local/State Direct	\$37,369	\$0	\$0	\$28,565	\$0	\$0	\$0	\$27,044	\$0	\$271
Bond Building	\$16,800,000	\$4,129,983	\$0	\$843,670	\$4,999,944	\$1,000,000	\$1,235,577	\$1,904,582	\$26,521,361	\$250,400
PS Capital Outlay	\$18,862,482	\$8,910,595	\$0	\$0	\$7,115,884	\$0	\$1,173,465	\$0	\$272,197	\$0
Spec Cap Outlay - Local	\$210,000	\$0	\$0	\$139,593	\$0	\$0	\$0	\$712,424	\$1,834	\$6,193
Spec Cap Outlay - State	\$70,000	\$666,400	\$0	\$0	\$0	\$0	\$0	\$0	\$2,701	\$0
Spec Cap Outlay - Fed	\$469,024	\$0	\$0	\$184,584	\$0	\$0	\$0	\$0	\$0	\$0
Capital Improve HB-33	\$0	\$0	\$0	\$0	\$3,475,309	\$0	\$0	\$0	\$0	\$0
Capital Improves SB-9	\$3,590,115	\$2,113,221	\$1,360,737	\$256,502	\$1,568,621	\$45,554	\$505,073	\$775,646	\$8,473,388	\$2,226,551
Energy Efficiency Act	\$151,258	\$0	\$55,735	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ed Tech Equip Act	\$0	\$0	\$0	\$291,290	\$0	\$0	\$0	\$0	\$0	\$137,694
PS Capital Outlay - 20%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,112	\$0	\$0
Debt Service	\$9,131,287	\$3,549,004	\$572,272	\$753,578	\$13,291,721	\$180,402	\$335,498	\$2,871,110	\$34,126,783	\$4,683,053
Differed Sick Leave	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$779	\$0	\$0
Ed. Tech. Debt Serv	\$0	\$0	\$259,997	\$393,918	\$0	\$0	\$0	\$0	\$0	\$596,584
<b>GRAND TOTAL:</b>	<b>\$177,870,385</b>	<b>\$57,293,976</b>	<b>\$7,267,106</b>	<b>\$9,081,204</b>	<b>\$100,488,172</b>	<b>\$8,381,491</b>	<b>\$9,703,429</b>	<b>\$27,448,000</b>	<b>\$197,814,779</b>	<b>\$28,788,773</b>
Number of Revenues in Dist	22	16	15	20	16	14	14	18	16	16

FUNCTION—Revenues	Santa Fe	Taos	Tularosa	Zuni	NACA	SD Riverside	Walatowa	Total 23 Dist.	No # Dist	STATEWIDE
Operational	\$91,078,585	\$18,961,554	\$7,981,726	\$13,326,461	\$2,691,155	\$918,932	\$845,061	\$1,331,796,893	23	\$2,483,265,989
Teacherage	\$0	\$0	\$0	\$427,245	\$0	\$0	\$0	\$2,741,940	10	\$3,625,948
Transportation	\$2,345,677	\$842,198	\$419,018	\$419,864	\$0	\$0	\$0	\$44,046,476	23	\$85,633,322
Instructional Mat.	\$732,996	\$245,441	\$34,569	\$64,995	\$14,111	\$3,712	\$2,418	\$8,321,545	23	\$16,021,743
Food Services	\$5,765,086	\$2,024,940	\$493,810	\$844,514	\$95,000	\$67,265	\$18,748	\$81,629,943	23	\$154,181,494
Athletics	\$192,372	\$109,421	\$44,031	\$71,050	\$0	\$0	\$0	\$5,715,093	23	\$11,982,317
Non-Instruct Support	\$0	\$0	\$78,588	\$74,814	\$0	\$0	\$0	\$5,656,664	13	\$18,524,478
Federal Flow-Thru'	\$9,438,195	\$2,222,702	\$1,230,216	\$1,934,166	\$52,842	\$41,585	\$9,717	\$123,935,261	23	\$226,373,519
Federal Direct	\$1,684,586	\$420,079	\$184,041	\$1,719,173	\$0	\$86,000	\$48,528	\$58,411,237	21	\$74,362,913
Local Grants	\$1,871,801	\$0	\$0	\$0	\$0	\$0	\$0	\$4,118,608	8	\$8,114,738
State Flow-Thru'	\$425,003	\$198,642	\$8,792	\$11,175	\$2,342	\$34,090	\$2,059	\$9,357,074	23	\$14,764,527
State Direct	\$924,785	\$0	\$0	\$0	\$0	\$0	\$0	\$6,220,668	7	\$7,376,881
Comb Local/State Direct	\$520,919	\$0	\$0	\$0	\$52,714	\$0	\$0	\$1,205,965	7	\$4,454,623
Bond Building	\$94,979,081	\$8,376,436	\$3,416,114	\$0	\$0	\$0	\$0	\$361,757,749	21	\$571,159,474
PS Capital Outlay	\$0	\$0	\$2,199,532	\$0	\$0	\$0	\$0	\$43,077,572	9	\$181,981,509
Spec Cap Outlay - Local	\$0	\$32,153	\$0	\$215,745	\$0	\$0	\$0	\$13,604,596	10	\$15,210,347
Spec Cap Outlay - State	\$270,000	\$0	\$0	\$62,646	\$523,067	\$0	\$0	\$4,018,410	8	\$7,110,885
Spec Cap Outlay - Fed	\$0	\$0	\$0	\$76,780	\$0	\$0	\$0	\$3,147,383	5	\$3,147,383
Capital Improve HB-33	\$14,157,087	\$0	\$0	\$0	\$338,285	\$0	\$0	\$106,484,491	4	\$178,900,662
Capital Improves SB-9	\$16,288,181	\$3,866,582	\$816,410	\$869,950	\$10,836	\$16,608	\$11,930	\$120,806,841	23	\$213,587,450
Energy Efficiency Act	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$206,993	2	\$478,569
Ed Tech Equip Act	\$0	\$378,484	\$0	\$210	\$0	\$0	\$0	\$17,833,541	7	\$25,141,028
PS Capital Outlay - 20%	\$0	\$0	\$114,923	\$311,169	\$0	\$0	\$0	\$559,239	5	\$626,455
Debt Service	\$59,680,875	\$4,671,195	\$1,175,978	\$649,712	\$0	\$0	\$0	\$322,426,629	23	\$477,122,925
Differed Sick Leave	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$186,478	3	\$603,904
Ed. Tech. Debt Serv	\$0	\$1,353,198	\$0	\$20,492	\$0	\$0	\$0	\$11,149,908	9	\$22,022,450
<b>GRAND TOTAL:</b>	\$300,355,229	\$43,703,025	\$18,197,748	\$21,100,161	\$3,780,352	\$1,168,192	\$938,461	\$2,688,417,197	23	\$4,805,775,533
Number of Revenues in Dist	17	15	15	19	10	8	8			

Source: PED Stat Book D, <http://ped.state.nm.us/ped/SchBudgStatBooks-11-12.html>

Seven years of financial data is provided below.



Source data: PED STAT Book: Operating Budget Estimated Revenues (All Funds)  
 Website: <http://ped.state.nm.us/ped/SchBudg-StatBooks.html>

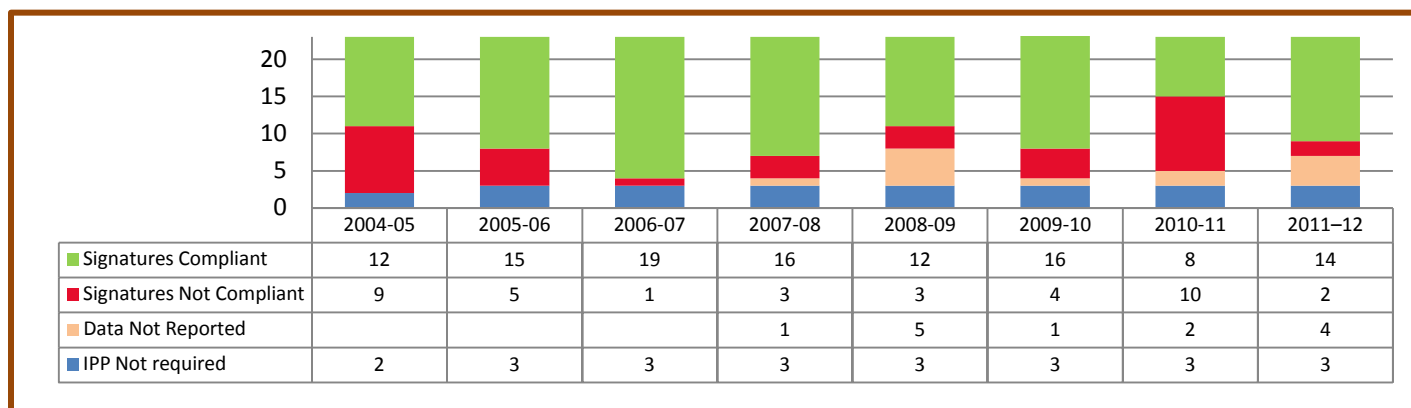
## Financial Report

- All 23 districts and 3 Native American charter schools have budgeted revenue for operational, federal direct and federal flow-through funds. There are 10 districts that report funds for teacherage.

## Current Status of Federal Indian Education Policies and Procedures

Districts that claim federally-identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires school districts to obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements. The graph below shows the districts' response.

**Number of 23 Districts Signature of Approval Regarding IPPs over Seven Years**



Source: District-Wide Reports and Surveys

**Listing of Tribes and School Districts Located on or Near Tribal Lands**

Tribe	School Districts	Tribe	School Districts
Pueblo of Acoma	Grants	Ohkay Owingeh	Española Pojoaque
Pueblo of Cochiti	Bernalillo	Pueblo of Picuris	Peñasco
Pueblo of Isleta	Los Lunas	Pueblo of Pojoaque	Pojoaque
Pueblo of Jemez	Bernalillo Jemez Valley	Pueblo of San Felipe	Bernalillo
Jicarilla Apache Nation	Dulce	Pueblo of San Ildefonso	Pojoaque
Pueblo of Laguna	Grants	Pueblo of Sandia	Bernalillo
Mescalero Apache Nation	Ruidoso Tularosa	Pueblo of Santa Ana	Bernalillo
Pueblo of Nambe	Pojoaque	Pueblo of Santa Clara	Española Pojoaque
Navajo (Dine') Nation 53 NM Chapters	APS	Pueblo of Santo Domingo	Bernalillo
	Bloomfield	Pueblo of Taos	Taos
	Central Consolidated	Pueblo of Tesuque	Pojoaque
	Cuba	Pueblo of Zia	Bernalillo Jemez Valley
	Farmington	Pueblo of Zuni	Zuni
	Gallup	IPP Not Required	Aztec Rio Rancho Santa Fe
	Grants		
	Jemez Mountain		
	Magdalena		



## Current Status of Federal Indian Policies and Procedures (IPPS)

- Compliance:
  - Compliant—14 districts
  - Not Compliant—2 districts
  - Did not report—4 district
  - Not required to report—3 districts
- Districts “compliant with the IPP signature” requirements show an increase of two districts obtaining tribal signatures over eight years.

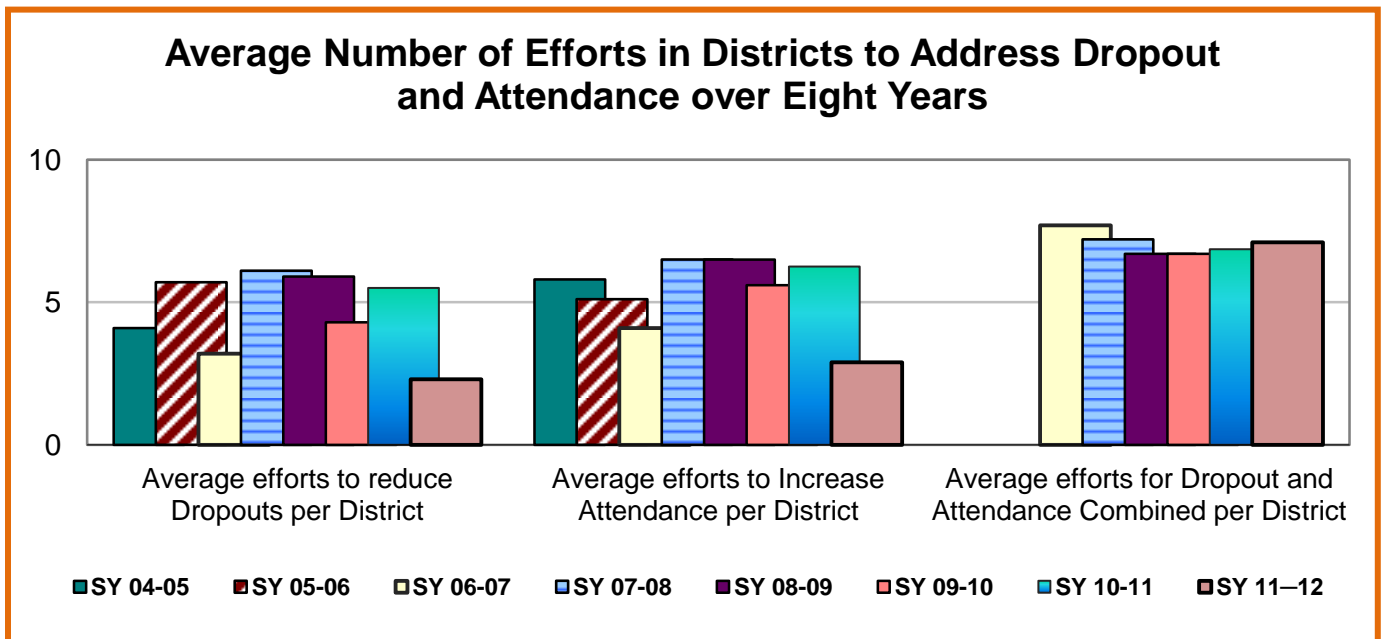


## Decrease the Number of Student Dropouts and Increase Attendance

The 23 districts were surveyed on the efforts they use to address decreasing dropouts and increasing attendance. The results are below.

School Year	Total number of activities listed	# District	Average Number of activities per Dist.	Number listed as a Dropout activity	# District	Average number of activities per Dist.	Number listed as an Attendance activity	# District	Average number of activities per Dist.	Number listed as activity for All students	# District	Average number of activities per Dist.	Number listed as NA targeted activity	# District	Average number of activities per Dist.
SY 11–12	128	18	7.1	7	3	2.3	20	7	2.9						
SY 10–11	144	21	6.9	110	20	5.5	125	20	6.3	93	21	4.4	71	17	4.2
SY 09–10	148	22	6.7	90	21	4.3	118	21	5.6	98	22	4.5	60	22	2.7
SY 08–09	127	18	7.1	100	17	5.9	110	17	6.5	85	16	5.3	55	17	3.2
SY 07–08	159	22	7.2	135	22	6.1	144	22	6.5	118	21	5.6	69	21	3.3
SY 06–07	177	23	7.7	73	23	3.2	94	23	4.1	103	23	4.5	56	23	2.4
SY 05–06						5.7			5.1						
SY 04–05						4.1			5.8						

The 2004–05 and 2005–06 Tribal Education Status Reports reported separately on attendance and dropout efforts. Many districts reported the same activity in both areas. Therefore, the reports for the past five years have also included both dropout and attendance into one section.



## District Intervention for Dropout and Attendance

(20 of the 23 Districts)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Mentoring occurs daily with 400 students 7 to 12 grades by the district Native youth Advisor.</li> <li>Each school has an attendance policy that is given to students and parents. Teachers, principals and counselors work closely with parents to stress the importance of attendance.</li> <li>Each school contacts parents regarding attendance, and letters are sent to parents notifying them of their student's absences</li> <li>Awards are given for good attendance and for perfect attendance at each school. Students also receive special recognition at graduation for having good attendance during the four years at high school.</li> <li>The greatest number of dropouts for our district is at the high school level. In order to decrease the dropout rate, we have implemented a credit recovery program that allows students to gain lost credit through Plato. We also utilize Career Clusters at the high school level.</li> <li>Each student is selected by a high school certified staff member to be a part of that staff members cluster. The staff member then follows the student throughout his or her high school career to monitor credits, attendance, and classes.</li> <li>This has resulted in improved understanding by students of the importance of credits and graduation.</li> <li>UNM Junior Day</li> <li>IAIA College visit</li> <li>Fort Lewis College visit</li> <li>Two Scholarship workshops</li> <li>Senior banquet</li> <li>School presentations</li> <li>8th Grade Transition (458 students)</li> <li>NIEA Student Day Participation</li> <li>NIEA Student Panel Participation</li> <li>Truancy officers are assigned at secondary schools</li> <li>Powerschool system is utilized as well as Personalized phone calls</li> <li>Youth Leadership: Groups and Clubs</li> <li>Tutoring</li> <li>Student gatherings</li> <li>Monthly student activities</li> <li>Strategies that schools in our district use to keep students in an educational setting:<br/>Tutoring, mentoring, guidance counseling, home visits, rewards for improved attendance.</li> </ul> | <ul style="list-style-type: none"> <li>Referrals to youth development programs, community service and others.</li> <li>Partnership with the Sandoval County Day Reporting Center through Youth Development Inc. (YDI) of Rio Rancho. One of the main goals of the DRC is to reduce the number of Sandoval County Juvenile Offenders in secure detention.</li> <li>Partnership with "A New Day Youth and Family Services". Programming that supports enforcement strategies to keep a student in an educational setting. This service includes counseling and case management.</li> <li>Truancy Diversion Program to include community entities including District Juvenile Probation, community service providers and truancy personnel for district.</li> <li>Partnership with Santa Ana Pueblo Department of Education —Home School Liaison<br/>School site Administrators in Rio Rancho address issues of truancy and attendance at their school sites, including an Attendance Clerk who calls families when students are absent.</li> <li>Parent/Teacher Conference</li> <li>Truancy Conference</li> <li>Collecting Homework</li> <li>3 and 5 Day Attendance Notice</li> <li>30 Day Attendance Contracts McKinney—Vento and Title I support individual needs of students via a Title I RRPSD's programming in place to process truancy for each of the schools.</li> <li>Native American Student Union at RRHS &amp; CHS: Activities to increase participation and attendance. After School Tutoring</li> <li>Los Alamitos Middle School—8th grade Parent/Student meeting on High School curriculum and graduation requirements</li> <li>Los Alamitos—Team Building Day</li> <li>Los Alamitos Middle School - 6th grade Parent meeting on Middle school curriculum and expectations Los Alamitos Middle School - Behavior Intervention Plans for Drop-out Prevention</li> <li>Los Alamitos Middle School - Motivational Speaker for Drop-out prevention and promoting graduation</li> <li>HS Indian Club—37 Activities</li> <li>MS Indian Club—2 Activities</li> <li>SWAT (Student Wellness Action Team)—42 Activities</li> </ul> |
|--|--|

## District Intervention for Dropout and Attendance

(20 of the 23 Districts)

<ul style="list-style-type: none"> <li>• Connecting to Courage- 45 Activities</li> <li>• A+ Credit Recovery Program</li> <li>• Lunch with Governor- 2</li> <li>• Post-Prom Activity</li> <li>• Homecoming Dance</li> <li>• Winter Ball</li> <li>• Prom</li> <li>• Big Brother/Big Sisters Program</li> <li>• NM Youth Alliance</li> <li>• Extra-Curricular Clubs/ Activities (Student Council, National Honor's Society, Yearbook, etc.)</li> <li>• Mentoring (C2C and BB/BS)</li> <li>• Native American Heritage Month Activities</li> <li>• Sponsors follow-up with Native students and assist them in finding the resources they may need to stay in school or participate fully academically.</li> <li>• Compacts in place at each Title I School address attendance and students being prepared to be at school, ready to learn. process in place within the Department of Student Services.</li> <li>• McKinney-Vento and Title I support individual needs of students via a process in place within the Department of Student Services.</li> <li>• Title I Compacts in place at each Title I School address attendance and students being prepared to be at school, ready to learn.</li> <li>• Intensive Attendance Contracts</li> <li>• Affidavits</li> <li>• Parent Contacts/Home Visit</li> <li>• 21st Century Community Learning Center high school tutoring/homework help program was available after school, during evenings, and during summer.</li> <li>• Adult/Student evening program assisted students with grade and credit recovery to increase graduation rate and prevent dropping out of school.</li> <li>• Student assemblies emphasized importance of staying in school. These were facilitated by school district and tribal departments.</li> <li>• Evening Title I tutor assigned to Jicarilla Student Residence Center (dormitory) for neglected and delinquent students to assist them with assignments and to motivate them to continue their education.</li> </ul>	<ul style="list-style-type: none"> <li>• Truancy officers made frequent home visits.</li> <li>• Jicarilla Higher Education Department (JADE) provided tribal scholarships to seniors who applied and qualified.</li> <li>• All Schools—After School Academic Tutoring</li> <li>• District Summer School (credit recovery), night school, correspondence school, online courses, and court liaison program Parental Access to Power School to monitor student attendance, grades, etc.</li> <li>• Parent Teacher Conferences PreK–12</li> <li>• District truancy office, Student Resource Officer(s) and Student Assistance Services Counselors</li> <li>• Support groups and referral of students to community resources</li> <li>• Educational Assistants at Elementary Schools with high Native American student enrollment</li> <li>• Teachers at Elementary Schools with high Native American student enrollment</li> <li>• JOM Secondary Counselors to address unique and cultural learning needs of Native American students</li> <li>• Native American High School Student Workshops</li> <li>• Advocacy and Support for Native American High School Students and Parents</li> <li>• Home School Liaison to monitor attendance and mobility of Native American students PreK-12</li> <li>• Student Meetings/Mentoring and Advising Senior Parent Meetings</li> <li>• College Campus Visits - planting the seed of desire for higher education.</li> <li>• Home visits conducted by the School Liaison and/or Principal, Teacher, or Counselor.</li> <li>• JVES posting of attendance rates per grade level</li> <li>• JVMS reporting of attendance to students</li> <li>• JVPS weekly progress reports include grades and attendance to parents</li> <li>• JVHS College/Career activities, including field trips</li> <li>• JVPS After school programs, including tutoring, athletics, clubs</li> <li>• JVPS Visits by tribal Governors and other officials</li> <li>• JVHS Tutoring provided by Jemez Education Department for AI students</li> <li>• JVMS, JVHS, WHCS GearUP</li> <li>• Contact parents when students are absent</li> </ul>
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## District Intervention for Dropout and Attendance

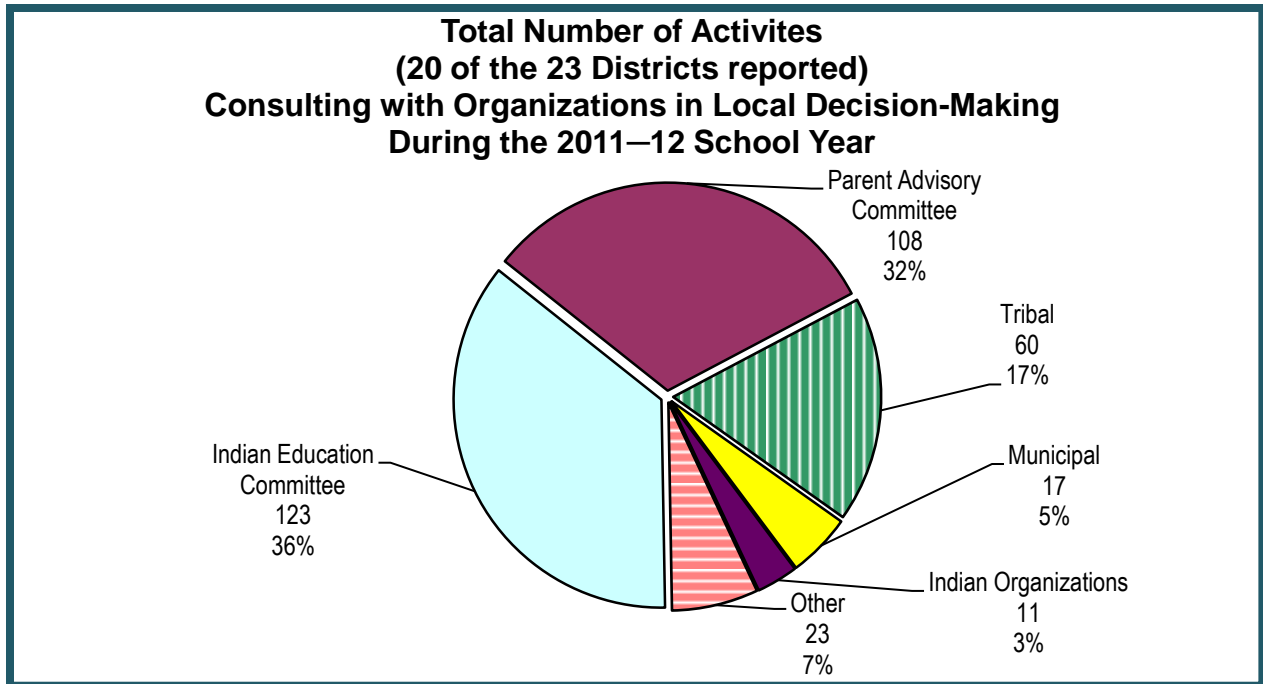
(21 of the 23 Districts)

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| <ul style="list-style-type: none"><li>• JOM Home/School Liaison Program provides timely communication between the school and student's home on a daily basis.</li><li>• 2823 Student Referral Forms were completed by 3 Home/School Liaisons.</li><li>• 275—Excessive Absences (Home-visits)</li><li>• 99—Suspensions</li><li>• 7—Withdrawals</li><li>• 35—Expulsion Hearings</li><li>• Counseling</li><li>• Tutoring</li><li>• Youth Leadership conference</li><li>• Cultural events and field trips</li><li>• Indian Students Annual Awards</li><li>• Indian Princess and Prince competitions</li></ul> | <ul style="list-style-type: none"><li>• Activity Bus Transportation after extracurricular activities</li><li>• Attendance incentives</li><li>• Home visits</li><li>• Career Days</li><li>• 8th grade Transition Retreat</li><li>• District wide web based communication tool for families/students access</li><li>• District wide web based alert system to inform parents of absences</li><li>• Attendance Monitors provide daily calls to parents</li><li>• Progress Reports to Parents</li><li>• Mid semester Progress Reports to local tribes</li><li>• Home/School Liaisons - Home visits</li></ul> |
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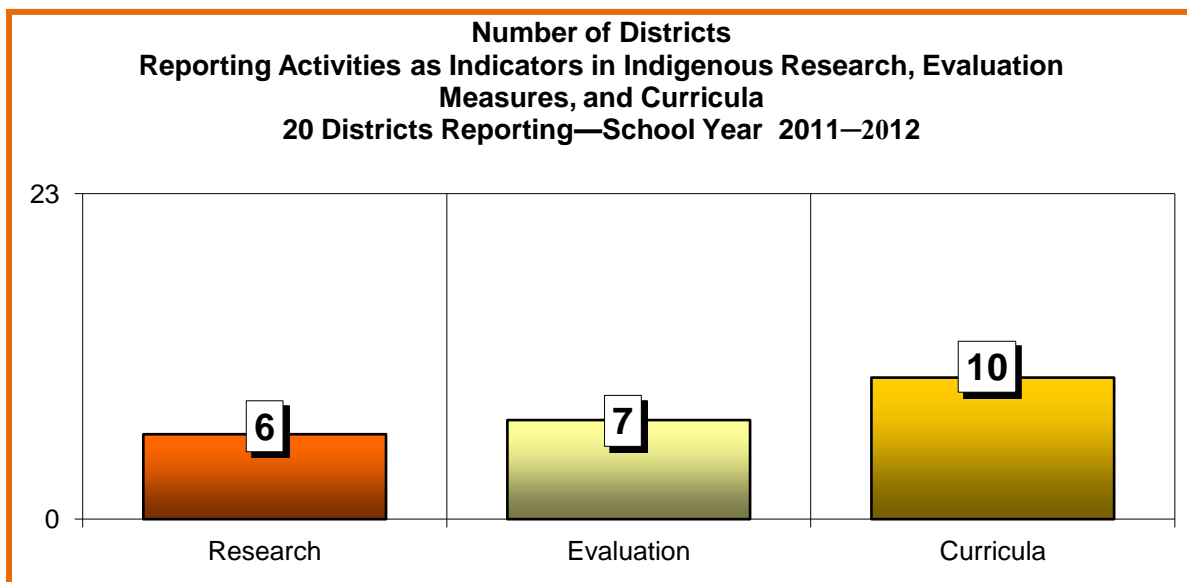
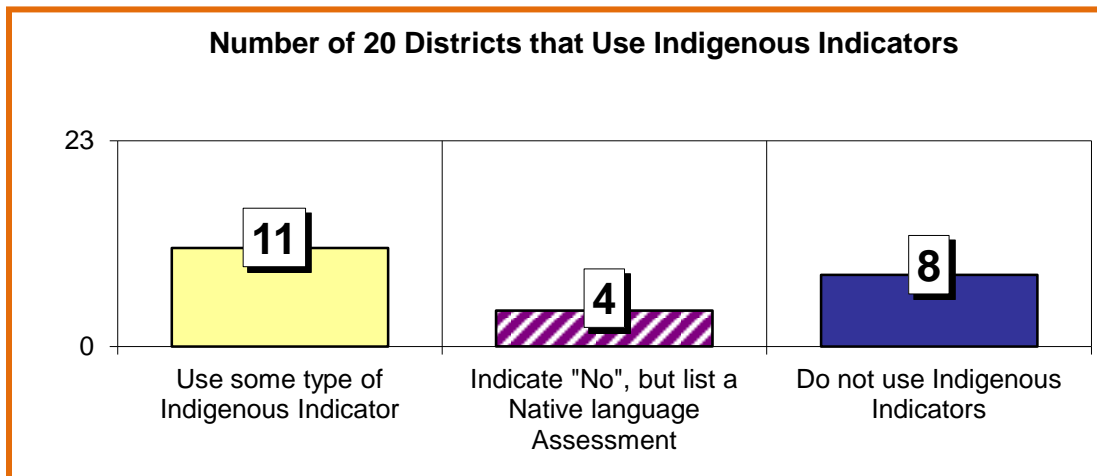
The following results are from 20 of the 23 school district's District-Wide Status Reports survey addressing their consultations with district-level Indian Education Committees (IEC), school site Parent Advisory Committees (PACs), and Tribal, Municipal, and Indian organizations in the local decision-making process during the 2011–2012 school year.

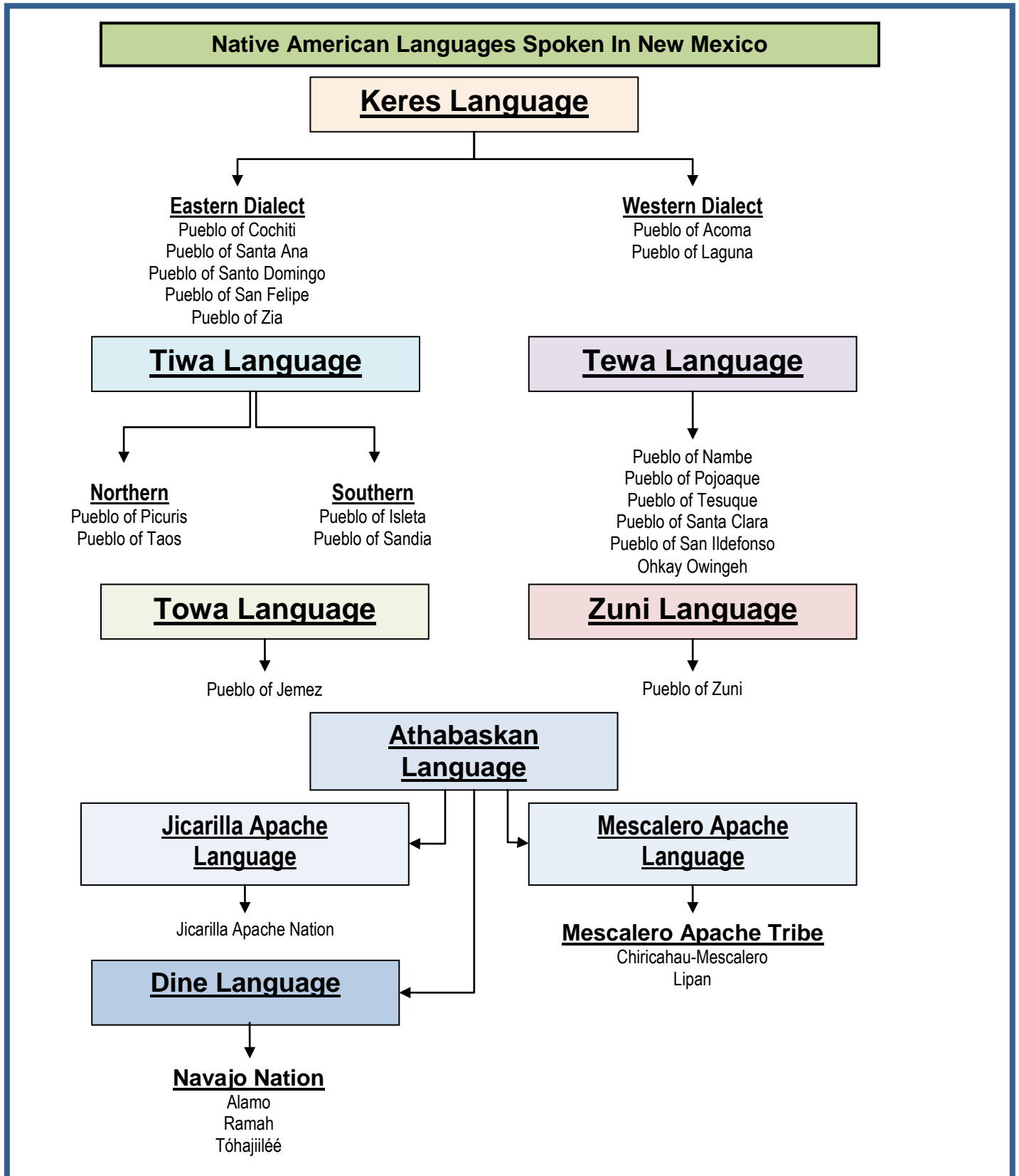


Source: 20 District-Wide TESR Survey

Variable Calendar Days provided in the SY 2011–2012 Survey	
Alamo Indian Days	Pueblo of Laguna Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of Nambe Feast Day
Gathering of Nations	Pueblo of Pojoaque Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of San Ildefonso Feast Day
Mescal Harvest and Roast	Pueblo of Tesuque Feast Day
NA Senior Day	Santa Clara Feast Day
Navajo Sovereignty Day	Shalako
Ohkay Owingeh Corn Dance	Shiprock Northern Navajo Fair (Professional Development Day)
Ohkay Owingeh Feast Day	Taos Pueblo's Feast—San Geronimo Feast Day
Pueblo of Acoma Feast Day	Winter and spring break extended to accommodate dances
Pueblo of Isleta Feast Day	Zia Feast Day
Pueblo of Jemez Feast Day	Zuni Appreciation Day

The New Mexico Indian Education Act states that the PED must conduct indigenous research and evaluation for effective curricula for tribal students. The graph below, of qualitative self-reported indicators, illustrates this initiative.





## Tribal Language Grant Profile 2010–2012

For fiscal year 2010–2011, 14 tribes/Pueblos were funded and 8 in 2011–12 with budget breakdown as follows for both grant terms:

2010-2011	Award Amount	Costs	Balance	2011-2012	Costs	Balance
Acoma	\$30,000	\$29,680	\$320.00	0	0	0
Cochiti	\$50,000	\$47,533.21	\$2,466.79	\$65,000	\$65,000	0
Isleta	\$50,000	\$48,682.59	\$1,317.41	\$65,000	\$65,000	0
Jemez	\$50,000	\$50,000.00	0	0	0	0
Jicarilla	\$40,000	\$25,085.17	\$14,914.83	0	0	0
Mescalero	\$50,000	\$50,000.00	0	\$50,000	\$50,000	0
Nambe	\$50,000	\$50,000.00	0	0	0	0
Navajo	\$50,000	\$47,181.16	\$2,818.84	0	0	0
Sandia	0	0	0	\$40,000	\$40,000	0
San Felipe	\$50,000	\$37,299.46	\$12,700.54	\$65,000	\$65,000	0
San Ildefonso	\$40,000	\$33,566.46	\$6,433.54	0	0	0
Santa Ana	\$40,000	\$19,936.30	\$20,063.70	0	0	0
Santa Clara	\$50,000	\$50,000.00	0	\$50,000	\$50,000	0
Santo Domingo	\$50,000	\$22,371.96	\$27,628.04	\$40,000	\$36,894.21	\$3,105.79
Taos	\$50,000	\$50,000.00	0	\$50,000	\$50,000	0
Zia	\$50,000	\$41,419.74	\$8,580.26	0	0	0
	<b><u>\$700,000</u></b>	<b><u>\$602,756.05</u></b>	<b><u>\$97,243.95</u></b>	<b><u>\$425,000</u></b>	<b><u>\$421,894.21</u></b>	<b><u>\$3,105.79</u></b>

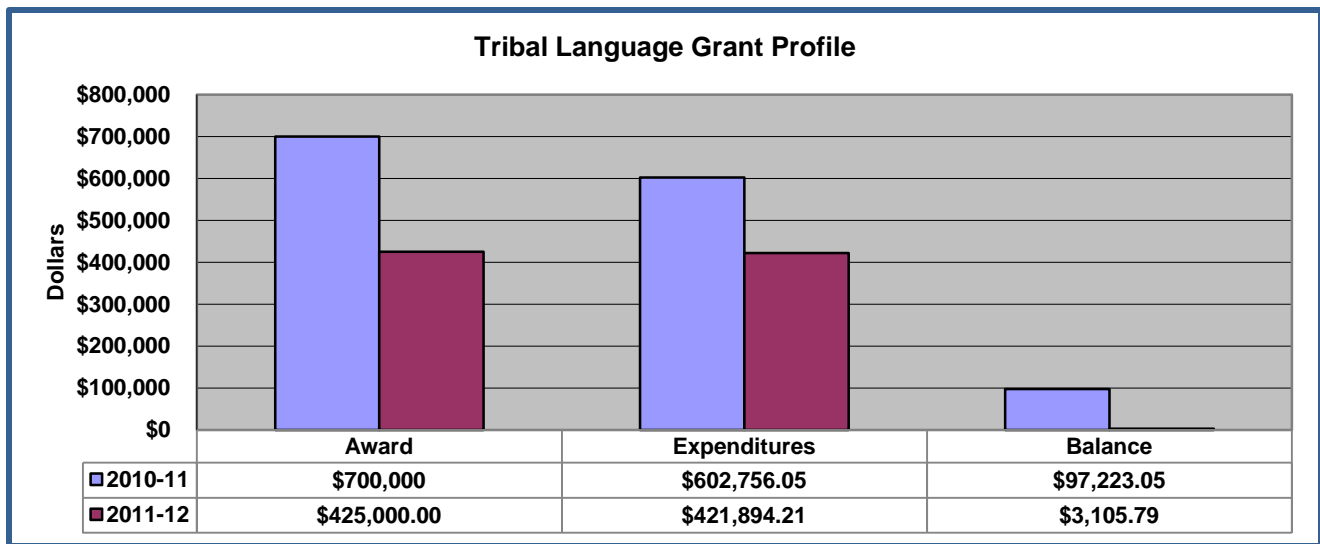


Chart profiling the appropriated funds for Tribal Language Grants from 2010 to 2012 with cost (expenditures) and balance at end of contract term. In 2011–12 increased technical assistance with increased site visitations occurred. Of the eight grantees only one returned monies, as oppose to 2010–11 where every grantee had funds returning to PED Indian Education.

## Tribal Language Programs awarded 2010–2011

### Pueblo de Cochiti

The Pueblo de Cochiti Language Program manager provides support and coordination to language programs at the Santa Fe Indian School, Bernalillo Public High School, Cochiti Elementary and Middle School, Cochiti Head Start, Community Adult Classes, Tribal Employee Classes, and the Summer Youth Language Program. The program continues to develop curricula materials, using digital and technology to enhance materials/plans, and continuation of recruiting new Keres language teachers. In 2011–12 program manager changed and Pueblo leaders increased involvement in the goals and priorities of the Language program. Increase use of media, development of an archive of stories, pictures and recordings, and classroom training expansion.

### Pueblo of Isleta

The Pueblo of Isleta provided Tiwa Language classes for tribal employees and summer language camp for students and community. The camp had a total enrollment of 65 students ages 5–18. The language coordinator provides support and coordination of language programs at Head Start and Native American Charter Academy in Albuquerque. The program is planning to utilize technology and digital media to develop language curricula materials. Staff has attended workshops on how to use technology to support native language revitalization efforts. In 2011–12 the program extended summer program opportunities. In addition, courses are expanded and curriculum alignment and revision per pueblo tribal leaders to be amended going into 2012–13. Tribal Department of Education facility is new and more courses and options for families and students planned.

### Pueblo of Sandia

The Pueblo of Sandia received the Tribal Language grant to create an organized system of archiving and cataloging Pueblo Language materials compiled. The goal is to develop a media service and record onto CD's oral stories and to use those tools for instruction while teaching students attending the Early Childhood Development Center. There is after school Tribal language tutoring and activities provided for school aged students in community through established partnership with community service and organizations to enrich culture and language use on a year-round basis.

### **Pueblo of San Felipe**

The Pueblo of San Felipe has identified a Keres Language Team comprised of elders and teachers. The team has recorded life experiences, historical accounts and how the Pueblo community has changed over the years. These recordings are used as tools to teach the youth during the community language classes offered for all community members. The team has the task of reviewing all curricula materials developed and are part of developing words which are documented phonetically as the San Felipe Keres Language is not a written language.

### **Pueblo of Kewa (Santo Domingo)**

The Pueblo of Kewa signed a Memorandum of Agreement (MOA) with the Santa Fe Indian School to provide Kewa Keres language classes offered in SY 2010–11. The Kewa language program identified community elders to serve on the Keepers of the Tradition who serve to provide support and guidance to the language program at the community and schools. The language program is in the process of certifying three more Kewa language teachers and the goal is to certify at least ten more individuals/community members. In 2011–12 Santa Fe Indian School proved to be a significant partner in the development of curriculum, activities and community program for the pueblo. An independent yearend report was submitted on behalf of the school. Summer project included site based educational experience aligned with curriculum “Keepers of Tradition” designed for hands on, placed based instruction.

### **Pueblo of Santa Clara**

The Santa Clara Pueblo provides Tewa instruction at the Santa Clara Day School for grades 2<sup>nd</sup> – 6<sup>th</sup>, Early Childhood Face Program and evening classes at the library. The program also provides six Tewa mentors to support the language teachers and be in the classes. The mentors are community elders who are fluent speakers. The program also has a workgroup (comprised of teachers, mentors and traditional leaders). The workgroup is responsible for conducting certification interviews for Tewa language teachers (nine teachers were interviewed for certification) and reviewing all curricula materials.

### **Pueblo of Taos**

The Pueblo of Taos established the Taos Pueblo Cultural Education Committee in spring 2010 to develop policies and procedures for the Native Language teacher certification process; in addition, the committee developed the Memorandum of Agreement with the PED. This year, the committee developed and formalized standards and criteria for the certification process. The committee also developed Tiwa language policies and procedures for usage, instruction, and revitalization efforts. The committee developed a draft Tiwa language revitalization plan for the community for tribal council review. In 2011–12 resolution presented to Tribal Council for review and approval of language certification process. Guiding principles for language program and instruction in process and plans to include in agreement school systems.

### **Mescalero Apache**

The Mescalero Apache language director identified Apache language speakers to record Apache language, historical accounts, traditional stories and personal narratives. Actual contributors to project are 73 community members. The program continued with the development of the Apache dictionary with final editing of 356 pages (dictionary has approximately 750 pages of entries), produced 20 hours of audio and video recordings, ten pages of lesson plans for the Apache language classes, estimated 85 hours of Apache language classes for community members and 52 one-hour classes at the Mescalero Apache School. In 2011–12 program expanding to included developed curriculum for Chiricahua and Lipan dialect. In addition, community involvement and study in process, as well as, inclusion of study conducted by New Mexico State University. Interest in partnering with other Athabascan languages discussed for program planning purposes in defining revitalization issues and needs that the tribal government could support.



Adequate Yearly Progress (AYP) served as the primary gauge of school success from 2004 to 2011. In 2012, the U.S. Department of Education approved New Mexico's A–F School Grading model to serve as the state's sole Elementary and Secondary Education Act (ESEA) accountability method for future years, replacing AYP. Under the old AYP system, goals had become unreachable, with almost all of our schools failing to make targets. Moreover, variability did not exist for assisting parents and community members to differentiate successful from poorly performing schools, and accountability had lost its impact.

As a result of this waiver, this section presents a portion of *Tribal Leaders Speak: The State of Indian Education, 2010* and early learning trends that may significantly impact Indian education in New Mexico.

- “During the Department of Education’s tribal consultations in Indian communities, tribal leaders and educators or American Indian children testified that American Indian students face a number of significant challenges, including lack of access to culturally appropriate curricula, educators without sufficient cultural training, and poor learning conditions. They spoke of organizational challenges, insufficient resources, and limited opportunities for members of tribal communities to meaningfully participate in the education of their own children. These challenges identified by tribal leaders and educators of American Indian children may act as barriers to a quality education and contribute to poor outcomes for American Indian students. As data from the 2009 National Assessment of Educational Progress (NAEP) show, unfortunately, American Indian students face significant achievement gaps as compared to their non-native peers. Tribal leaders testified that these outcomes perpetuate cycles of limited economic opportunity, resulting in significant health, welfare, and justice inequities in Indian country.”<sup>5</sup>
- “The uneven patchwork of early learning programs provided for American Indian and Alaska Native (AI/AN) students contributes to their lower achievement in future education. Recent Data of the U.S. Department of Education’s National Center for Education Statistics support the provision of more early learning programs to foster American Indian students’ early development. In studies of early childhood development measures, at 9 months, American Indian infants show no measurable difference from the general population. However, by age 2, American Indian students begin to fall behind national scores in tests of specific cognitive skills in vocabulary, listening comprehension, matching and counting. By age 4, smaller percentages of American Indian children demonstrate age-appropriate language, literacy, mathematics and color-identification skills, compared to the total population of children (Tribal Leaders Speak 2010).
- The achievement levels of AI/AN early learners have not gone unnoticed. In accordance to Executive Order 13592, funding available for AI/AN early learning programs challenges states to develop and implement models that improve the consistency of and access to high-quality programs that focus on more children entering kindergarten prepared. The 2012 Presidential budget request includes investments that fund grants to improve early learning programs, including programs specifically for Native American students. There is still much work to be done. “While student achievement is up since 2009 in both grades in mathematics and in 8th grade reading, it’s clear that achievement is not accelerating fast enough for our nation’s children to compete in the knowledge economy of the 21st Century...It is time for America to renew the promise of providing all children a world-class education” (U.S. Secretary of Education Arne Duncan’s statement on the 2011 NAEP results).
- Grants established by the Department of Education’s Early Learning Initiative, supported by the Office of Early Learning (OEL), plan to strengthen AI/AN early learning programs by improving the health, social-emotional, and cognitive outcomes, so that all children, particularly those with high needs, are on track for graduating from high school.”<sup>6</sup>

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<sup>5</sup> Tribal Leaders Speak: The State of Indian Education, 2010, page 1.

<sup>6</sup> <http://www.ed.gov/edblogs/whiaiane/tribal-colleges-and-universities/early-learning/>.

## Conclusion

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The New Mexico Indian Education Act of 2003 represents a modern legislative achievement that appropriately engages dialogue and partnership opportunities for the New Mexico Public Education Department and the various Pueblos and Tribes in the academic and cultural achievement of American Indian students attending state public schools. The opportunity of decreasing the achievement gap remains a challenge at all levels, but through the Indian Education Act, the Indian Education Division in partnership with pueblo/tribal education departments and the Indian Education directors of state public schools enrolling Indian students are creating a pathways for schools to help students understand, learn, and appreciate the valuable teachings of Western Education and their unique and rich tribal/pueblo traditions. The task of providing a meaningful and rewarding education for our children requires patience, understanding, collaboration, leadership, and teamwork, from all stakeholders, including parents, teachers, community leaders, education leaders, as well as state, tribal, and pueblo leaders. The Indian Education Division is engaged in the following projects and activities that directly and indirectly achieve the purpose and spirit of the Indian Education Act:

- ✓ Providing Tribal Language Sustainability grants
- ✓ Providing Exemplary Language/Culture/Academic grants
- ✓ Providing appropriate technical assistance at all levels
- ✓ Providing Rural Literacy Funding through a competitive process
- ✓ Providing teaching support funding through a competitive process
- ✓ Disseminating an annual Tribal Education Status Report
- ✓ Disseminating an annual State Tribal Collaboration Report
- ✓ Hosting Government-to-Government Meetings
- ✓ Convening monthly information sessions on various education topics
- ✓ Convening meetings on the Indian Policies and Procedures specific to Impact Aid Funds
- ✓ Developing proposals with tribes/pueblos for the State-Tribal Education Partnership Grant
- ✓ Developing agreements on student data sharing with tribes/pueblos
- ✓ Collaborating with an Indian Education Advisory Council
- ✓ Providing information and data reports to State legislative committees
- ✓ Improving formal and cultural relations with pueblos and tribes
- ✓ Convening formal State-Tribal Consultation Sessions





The New Mexico Public Education Department's Indian Education NW Bureau (PED—IEB) designed, funded, and administered grants for districts or schools interested in developing culture based education models in deliberation of implementing components of the New Mexico Indian Education Act (NMIEA). The Exemplary Grant for NMIEA has evolved to a select cohort of 8 schools that implement a "Term of Grant" agreement recognizing the NMIEA's reference to equity, culturally relevant learning, and environments as a part of their scope of work. The cohort formed internal capacity through the establishment of teacher teams, initiatives to revise the curriculum based on data, and incorporated direct instruction strategies and holistic theme based projects. Culture Base Education is described as a infusing current practices with a holistic frame of curriculum mapping, differentiated instruction, and development of qualitative assessment tools developed by site and from the classroom. This holistic approach prompts instructional leadership, teachers become colleagues in teams and work collectively toward deciphering "local culture knowledge" and data align with learning goals. The cohort is in its fourth and final year of study. The outcome of the cohort is the capacity to implement a holistic model of instruction and additional measures of performance essential to diverse populations. The influence of "life experiences" of students in the community infused with learning standards in the Common Core is an asset to education reform. The cohort and program descriptions are as follows:

### **Cochiti Elementary and Middle School**

Provide reading program enriching oral language skills and storytelling skills school-wide honoring local culture of oral traditions. School leadership and teaching teams promote expressive and receptive communication and created rubrics for assessing growth of authentic performance. School-wide program supported by personnel indigenous to community and culture serving as liaison to the pueblos. Program outcomes include Increase in teaching strategies and infused school wide with guided professional development. Documented improved student attendance and decrease in discipline associated with storytelling project. Observation shared among principal, teachers and parents of increase cultural competence among students, staff, and educators with improved relations with community/pueblo.

### **Mescalero Apache School**

Incorporate community action model of "Life" experiences and tribal expectations for competence in social settings into school-wide curriculum. Continuous improvement and alignment of Apache language curriculum into school system challenged with expectations for inclusion of academic standards and adopted academic curriculum. Program outcomes include a reflection upon the efficacy of language revitalization within context of school, while implementing mandates of academic standards a tribal government and school partnership challenge to be discussed and plans for alignment engaged. Inclusion of Apache culture and language in all classrooms to begin with lower grades and to build capacity with teachers certified to teach the language.

### **Central Consolidated School District**

Mesa Elementary to develop and implement Navajo Language as an immersion program for K-3<sup>rd</sup> grades. The school develop curriculum thematic units align with Navajo Nation standards, skill and performance assessment tools and rubrics for student performance, a professional development assessment and teacher observation. Program outcomes include expanded approach to bilingual education in the implementation of an immersion Navajo language program. The district and Navajo Nation develop a Memorandum of Agreement to share goals and infuse the NM Indian Education Act. Data Collection and Team Structure at school level assess strengths and challenges in implementation of an efficient and effective systematic process. School wide data used to evaluate the effectiveness of core instruction and will monitor and evaluate student knowledge and skills.

### **Grants Cibola County School District**

Two programs at three school sites are implementing leadership skills in youth at Los Alamitos Middle School's Oral Language project to promote cultural competence. Keres language offered at Laguna-Acoma and Grants High Schools provide basic oral language development for pueblo students. School based leadership teams establish project plans and timelines that complement the district standards and instructional objectives at Los Alamitos. Teachers trained in Culture Based Education monitor and evaluate student knowledge and skill integrated into content study of cultures and research skills; all of which reinforce writing, speaking, group dynamics, listening, observation and analytical skills of students. Keres language curriculum developed by Pueblo Language Retention Program and endorsed by pueblo leadership serves as schools capacity to adapt instruction to meet the needs of students.

### **Walatowa Charter High School**

School establishes curriculum and assessment incorporating community history and action research as part of student portfolio for graduation. College Career preparation core to course requirements with integration of pueblo language, culture and technology add to 5<sup>th</sup> year high school profile. Students complete portfolio, entry level college course work, and exhibit community service as outcome requirements for graduation. Additional outcomes include school coordinated resource and service for families, students, and pueblo community. School provides innovative strategies and courses designed for college-career readiness for students and are inclusive for students with special needs, services, and academic challenges.

### **Dowa Yalanne Elementary**

Elementary transition from K–5 school to grades 4–6 School in the last year. In transition, the curriculum shift from academic and culture based to inclusive of character development and observation of multiple assessments to define areas of strengths and challenges in transition of school program and organizational structure. Increase performance and curriculum alignment still core component for school performance; partnership and profile of parental involvement still a goal and focus of the program. Community school includes social cultural practices taught in cooperation with academic intervention programs. Parenting classes and community support programs offered after school and throughout the year add to the full community school model of Dowa Yalanne. Assessment of strengths and limitations in organization system when major changes in curriculum, testing, curriculum and teaching personnel are outcomes profiled by Dowa Yalanne.

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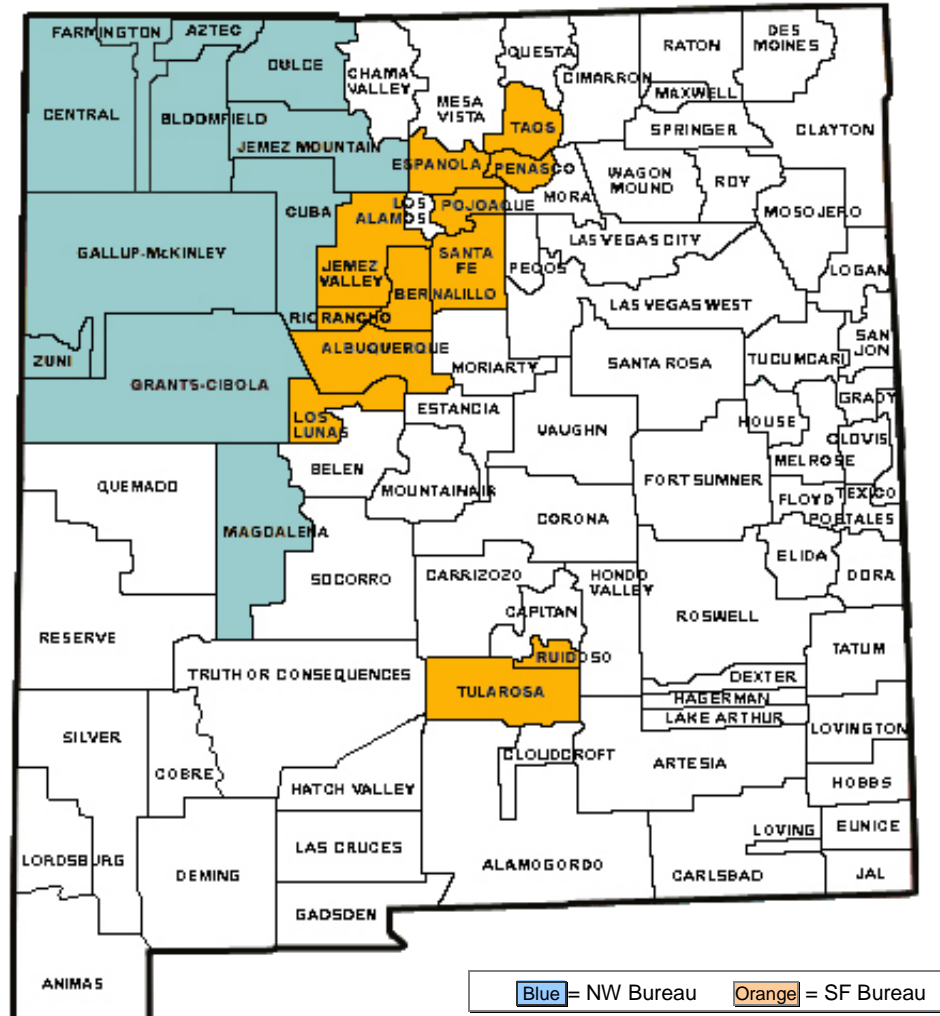
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I.E. = Indian Education



## 2011–2012 New Mexico Indian Education Advisory Council (NMIEAC)

The NMIEAC's purpose is to advise the Secretary of Education and the Assistant Secretary for Indian Education on implementation of the provisions of the Indian Education Act (IEA) and to promote the improvement of the quality of education provided to American Indian students throughout New Mexico.

Head Start: Dr. Myrna D. Dingman	General Public: Dr. Sylvia Andrew
Bureau of Indian Education: Dr. Benjamin Atencio	Northern Pueblos: Vacant
Jicarilla Apache: Dr. Lester Sandoval	Northern Pueblos: Vernon Lujan
Mescalero Apache: Vacant	Southern Pueblos: Kevin Shendo
Navajo Nation: Dr. Florinda Jackson	Southern Pueblos: Audrey Simplicio
Navajo Nation: Pauleen A. Billie	Urban-Albuquerque: Keith Franklin
Navajo Nation: Cynthia Aragon	Urban-Farmington: Tina Deschenie
Navajo Nation: Treva Roanhorse	Urban-Gallup: Jenny Rogers

For a current listing of NMIEAC members, please go to the PED website at  
<http://www.ped.state.nm.us/indian.ed/d109/NMIEAC.members.pdf>

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